



A STUDY OF OCCUPATIONAL STRESS IN RELATION TO WORK COMMITMENT AMONG UNIVERSITY TEACHERS

DISSERTATION

SUBMITTED FOR THE AWARD OF THE DEGREE OF

**Master of Philosophy
IN
PSYCHOLOGY**

**By
ADIBA ALI**

Under the supervision of
PROF. SHAHINA MAQBOOL
(Professor)



**DEPARTMENT OF PSYCHOLOGY
ALIGARH MUSLIM UNIVERSITY
ALIGARH (INDIA)
2011**



15 JUL 2014



DS3984

Dedicated
to
My Loving Parents

Prof. Shahina Maqbool
PROFESSOR IN PSYCHOLOGY



DEPARTMENT OF PSYCHOLOGY
ALIGARH MUSLIM UNIVERSITY
ALIGARH – 202 002 (U.P.) INDIA
Phone: 0571-2403541 (Off.)

Dated 15/06/2011

Certificate

*This is to certify that the dissertation entitled “A Study of Occupational Stress in relation to Work Commitment among University Teachers” is a genuine work of Ms. Adiba Ali carried out in partial fulfilment for the award of degree of **Master of Philosophy in Psychology** of Aligarh Muslim University, Aligarh under my supervision. This research work is original and not submitted earlier for the award of any degree/diploma of this or any other University/institution.*

Shahina Maqbool
Prof. Shahina Maqbool

SUPERVISOR

Acknowledgment

"In the name of ALLAH the most beneficent and merciful"

"All praise to almighty ALLAH, the creator, cherisher, and sustainer of the world .He created man and taught him that which he knew not (Al-Quran)". He is the most gracious and the most merciful to all His creators. He endured me with the requisite knowledge and ability to produce this piece of work, I bow down to Him, in gratitude with all humanity from the depth of my heart.

I feel immense pleasure to express my regards, deep sense of gratitude, heartfelt devotion and sincere thanks to my esteemed teacher and supervisor, Prof. Shahina Maqbool Department of Psychology, A.M.U., Aligarh, for her valuable and excellent guidance, motivation, constant help and keen interest in my dissertation, without her untiring efforts and able guidance this work would have never taken the present shape. It was a great opportunity to work under her supervision.

I pay my special thanks to honourable teacher and Chairman, Abu Sufiyan Zilli (Professor) Department of Psychology, A.M.U., Aligarh, for his unfailing support, valuable suggestions and guidance that is beyond the words.

I also wish to express my sincere thanks to my teacher and Prof. Akbar Husain, Department of Psychology, A.M.U., Aligarh for his valuable suggestions, support and guidance, moral encouragement, invaluable advice and affection.

I am also thankful to the staff of Seminar Library of the Department Mr. Shariq.

Words cannot express my deep gratitude to my parents Gulzar ali and Mrs. Shahina whose love and sacrifice made me able

to be what I am today even my over all education with a sense of satisfaction.

I am heartly thankful to my brother Mr. Salman Ali for his loving assistance. He always has been a source of strength inspiration and encouragement to me throughout the life.

I am extremely thankful to my friends, Darakhshan, Heena, Farhat, Saika, Arjumand, Arshi, Areena, Amina, and Sadaf for their continuous support and help in all aspects.

I must acknowledge my sincere thanks and appreciation to Aisha, Zeenat, Tarannum, Wasfia, Haseeb for their tremendous patience, forbearance and affection.

I would be failing in my duties if I don't express my gratitude towards My adorable uncle Syed Irshad Ali & Dr. Jamshed Nasir and a mother like figure Anjum Kausar & Tasneem Fatima.

Last but not the least, I would like to pay my sincere thanks to non-teaching staff of the department specially Mr. Akeel & Tajuddin.

Adiba Ali
Adiba Ali

CONTENTS

	Page No.
Acknowledgements	
CHAPTER-1	1-32
INTRODUCTION	
CHAPTER-2	33-76
REVIEW OF RELEVANT STUDIES	
CHAPTER-3	77-80
METHODOLOGY	
CHAPTER-4	81-96
RESULTS, DISCUSSION & CONCLUSION	
SUGGESTIONS	
REFERENCES	97-127
APPENDICES:	
Appendix-I Work Commitment Scale (WCS)	
Appendix-II Occupational Stress Index (OSI)	
Appendix-III Biographical Information Schedule (BIS)	

Chapter One

INTRODUCTION

INTRODUCTION

The modern world is said to be a world of achievements and is also a world of stress. One finds stress everywhere, whether it be within the family, business organization/ enterprises or any other social or economic activity. Right from the time of birth till the last breath drawn individual is invariably exposed to various stressful situations. Thus, it is not surprising that interest in the issue has been rising with the advancement of the past century which has been called the “Age of anxiety and stress”.

Stress is a subject which is hard to avoid. Stress has become an integral part of modern life: one eminent scientist, after thirty years of study states, “Stress is a normal counter part of living.” How we react to it is important. The term is discussed not only in everyday conversation but has become enough of a public issue to attract widespread media attention whether it is radio, television, newspaper or magazines. The issue of stress figures everywhere, different people has different views about it as stress can be experienced from a variety of sources. Ask the opinions of five different people and we are likely to get at least five different definitions.

People give mixed, different responses for the term “Stress”. The business person views stress as frustration or emotional tension; the air traffic controller sees it as a problem of alertness and concentration; the bio-chemist thinks of it as a purely chemical event.

Stress: Concept and Definitions

The concept of stress was first introduced in the life sciences by Cannon (1929) who was concerned about the impact of stress on people and considered it as a pattern of physiological reactions that prepare an organism for action, either ‘fight’ or ‘flight’.

In 1936 Hans Selye used the term 'Stress' biologically and applied to the reaction of the body. The pioneering work of Selye on the concept of stress has introduced it into the field of social sciences also, especially in psychology.

There is a major paradigm shift in Applied Psychology. The emphasis on problem, pain, suffering, failure and sickness is being replaced by excellence, performance and health. A century of western psychology is maturing to look at the man, his life and his behavior from the eastern point of view. Health model is being recreated in place of sickness model. The assessment of research and insight developed over a period of time has suggested that it is important to take in to account the psychological life style, nutrition and socio-economic variables along with the Physio-medical variables in analysis and diagnosis, treatment and prevention.

Stress is a fact of life which has been chronologically observed on a psychological phenomenon as well as has connection with medical and health related field. For better understanding of the term it is necessary to be acquainted with the emergence of this concept. This concept is borrowed from the natural sciences derived from the Latin word "Stringer" stress was popularly used in the seventeenth century to mean hardship, strain, adversity or affliction. It was used in the eighteenth and nineteenth century to devote force, pressure strain or strong effect with reference to an object or person. In Engineering and Physics, the term implies an external force or pressure exerted on something with the intention to distort and being resisted by the person or object on which it is exerted. In Psycho-Physiology, stress refers to some stimulus resulting in a detectable strain that can be accommodated by the organism and which ultimately results in impaired health on behavior. In common parlance, however, the term 'Stress' and 'Strain' are used synonymously in a non- scientific manner. The popularity of this concept has dwindled in the physiological field where it was first

introduced but the use of stress terminology continues to flourish in psychological and social sciences.

Cannon (1914) in his work on homeostasis had used the term stress to describe emotional states that had possible detrimental physical impact on the focal organism. In 1935, Cannon modified the use of the term stress to describe physical stimuli and used the term strain for organism's response to the stressors.

Symonds (1947) posits that "It should be understood once and for all that stress is what happens to the man not that which happens in him, it is a set of causes and not a set of symptoms".

Dunbar (1947) considered stress as a quality of the stimuli while Alexandar (1950) define it both as a quality of the stimulus and the individual response to it.

Wolff (1950) describes stress as a state of human organism.

Basowitz, Persky, Korchin and Grinker (1958), stress refers to that class of stimuli which are more likely to produce anxiety, a conscious and reportable experience of tense dread.

A variety of perspectives have been used in an effort to understand and account differences in individual behavior to stressors. Selye (1956) says stress is the non-specific (physiological) response of the body to a demand made upon it.

According to Mechanic (1962), stress is discomforting response of person in particular situation.

Lazarus (1966) opines that stress exists when the demands on a person are perceived as taxing or exceeding that person's adjusting capacity.

Back and Bogdonoff (1967) stress is commonly used in ordinary conversation to refer to all sorts of difficulties. The popular notion of stress seems to be rather vague and infinitive. It is something that everyone feels from time to time, a problem that can be recognized from experience and need not be defined in precise terms. Stress has been identified with a variety of feelings and reactions; anxiety, intense emotional and physiological arousal and frustration. A state of stress is composed of the threat called as stressors and a response which consists of a measurable alternation of the physiology and /or the behavior of an individual.

Sells (1970) defines stress as unavailability of adequate response which has important consequences.

Wingate (1972) has described stress “as any influence disturbs the natural equilibrium of the body and includes within its influence, physical injury, exposure, deprivation all kinds of disease and emotional disturbances.”

Wolman (1973) said stress produces changes in the autonomic nervous system.

Selye (1974) defines stress as ‘non- specific’ response of the body to any demand. By this term he meant that whatever the external or internal demand on the person’s response to the stress follows a universal pattern.

Mason (1975) reviewed literature on stress and came to the conclusion that there was a lack of agreement over its definition and there was much confusion. The term stress has been used variously to refer to (1) stimulus (external force acting on the organism), (2) response (change in physiological functions), (3) interaction (interaction between an external force and resistance opposed to it, as in biology) and (4) more comprehensive combination of the above factors.

Singer (1980) has pointed out that there is still only limited agreement among researchers regarding the definitions of stress.

Mc Grath (1976) prefers to define stress in terms of a set of conditions as having in it. Stress involves an interaction of person and environment. Something happens “out there” which prevents a person with a demand, a constraint, or an opportunity for behavior.

Lazarus (1980) sees stress as a result of a transaction between person and environment. The way people appraise their relationship with the environment in a function of cognition, or thought. These thoughts influence the way people feel.

Zimbardo (1988) defines stress as “The pattern of specific and non-specific responses an organism makes to stimulus events that disturbs its equilibrium and tax on exceed its ability to cope.”

This is the fact that stress of modern times is on everyone’s lives and living under the media. Stress is a lifestyle crisis. Lifestyle related diseases like coronary heart disease, hypertension, stroke, diabetics, obesity, cancer, fibroids etc, are the result of stress. Stress is something that concrete physical and psychological problems in any part of the body; stress is a disease to some and certainly it is stigma for many, stress creates many imbalances at the physiological and psychological levels. No one is willing to accept that stress is a reality.

Stress is the process by which events threaten or challenge individuals’ ability to deal adequately with the situations. Both the pleasant and unpleasant events can produce stress. The pleasant events such as marriage, planning a party, joining a job or school, and the unpleasant events, family problems, examination, experiencing

circumstances at the work place produce threats to our well-being. Although negative events result are greater detrimental effects than positive ones (Sarason et al., 1978).

Morse and Furst (1979) define stress is a mental or emotional disruptive influence of distress. This definition and most people's concept is that stress is a negative or disruptive outcome. Stress is considered a response to a situation which demands that the individual adapt to a change physically or psychologically.

Thus stress has defined variously to refer to (a) Stimulus (external forces acting on the organism), (b) Response (changes in the physiological functions), (c) Interaction (Interaction between an external force and the resistance opposed to it, as in biology), and (d) more comprehensive combinations of the above factors (Pestonjee, 1987).

Ahmad (1998) integrated the ideas given by stress researchers (e.g. Cox, 1978; Lazarus & Folkman, 1984; Singer & Davidson, 1986; Trumbal & Appley, 1986) and concluded "Stress is a condition involving psychological and physiological responses resulting from transaction between the individual and his/her environment which fasten the perception and belief". Sometimes even wrongly that his/her bio psycho social resources are insufficient to meet the demand of the situation.

From the foregoing definitions it may be concluded that the researchers explained the notion of the stress from various perspectives ranging from stimulus oriented to specific and non- specific responses to interaction and the combination of all three; positive and negative kind of stress and the interaction between person and environment.

Stress is a fact of life which has been chronologically observed as a psychological phenomenon. According to Selye (1974) "complete freedom from stress

is death” but the most important question regarding it is whether the stress is a foe or friend to human beings. Common sense observations suggests that we all experience stress. Stress may be the symbol for opportunity to different people. However the word stress has become household term now. Now there seems to be general agreement amongst scholars that stress is fundamentally a psychological phenomenon with immediate and direct physiological manifestations, as well as an experience of discomfort. There are two stress concepts which are relevant one with Physiology (systematic stress) and other in Psychology, (psychological stress). Physiologist, Psychologist and Management theorist have upheld stress as a major issue of modern time (Pestonjee, 1992).

The Concise Oxford Dictionary defines stress in five different ways. But three of these definitions are relevant in present context.

The first definition offered is that of constraining or impelling force (e.g. under the stress examination or poverty). The second definition treats stress as an effect or demand on energy (e.g. subjected to great stress). The third definition talks of a force exerted on the body.

There are certain kinds of events such as death of loved ones, participation in combat during a war or natural disasters are almost universally stressful, other situations may or may not be stressful to a particular person (Fleming, Baum, & Singer, 1984; Lazarus & Cohen, 1977).

Many situational factors may contribute to our experience of stress. All situations positive or negative that require adjustment are stressful. According to Selye (1980) the nature of stress can be divided into four basic variations: distress, eustress, hyperstress and hypostress. When events have a harmful effect, stress is carefully

labeled distress, stress which has a beneficial effect. Selye suggested eustress as good stress. Hyper stress or excessive usually occurs when event included positive one, and stretch limits of our adaptability hypo stress, or insufficient stress, is apt to occur when we are lacking stimulation.

Occupational Stress

Human behaviour from the very beginning of the onset of the term has been considered as a very complex phenomenon that could hardly be understood by having simple and plain observation. But, in spite of the complexity in understanding human behavior people have always been interested in this phenomenon.

In the world of work, human behaviour has always been considered in the sense of productive, outcome efficiency on performance. Human efficiency at work is one of the most important, key element and a source for manufacturing and producing goods and moreover, for discharging responsibilities with whom job incumbents are entrusted with. Therefore it is evident from the historical perspective of Industrial Psychology that Taylor..... a pioneer who showed interest in employee's efficiency at work. The initial raps received widespread popularity among industrialist, psychologists and other social scientists as well as Taylorism (scientific, management principle) was mile stone for the beginning of new area of psychology namely Industrial Psychology. Taylors work are still alive although, it pass through various phases ranging from human relation movement, job motivation, job satisfaction, commitment to the present craving of improving employees quality of work life by reducing and overcoming the stresses at work.

In the light of the trend of work in Industrial and Organizational Psychology, it is important to probe human factors which might be conducive for employees work efficiency. Hence, as the present endeavor was to study occupation stress in relation to work commitment. In view of the present investigation occupational stress is a significant phenomenon that seems instrumental in deteriorating human performance at work through, there may be controversy whether occupational stress is a determinant of work commitment. Hence, it requires adequate explanation on these two phenomena are the significant part of this investigation to elaborate the order of occurrence of these two phenomena it is important to mention that as far as the quality of the performance is concerned stress is likely to have certain impact and may most likely to determine the strength of commitment with the work as well as organization.

After 1960's stress attracted attention of Psychologists and Sociologists and since then stress has been considered as one of the major factors in work organization (Agarwal, Malhan & Singh, 1979) and life in general as well. Schuler (1980) pointed out that stress causes absence from job and consequently effects turnover.

Due to minute differences in the phenomenon of job stress, work stress, occupational stress and organizational stress, the experts use this term interchangeably. Organizational stress arises out of organizational climate and structure. Job stress is the result of physical working conditions experienced during the work and hinders the performance of the employees. On the other hand, occupational stress is used to broaden way which refers to the intrinsic aspects of jobs, organizational structure and climate as well as the facet in the organization. Literature survey on occupational stress reveals that there are number of factors related to job, effects the behavior of employees and as a result the normal life is disturbed (Maclean, 1974; Brief, Schuler & VanSell,

1981). The entire above highlighted factor either related to employees environment or are born due to interaction of factors related to employee's environment. A number of theories of human stress (Pervin, 1968) and performance (McGrath, 1976) are based on the programmatic view that behavior is a function of characteristic of a person and environment (Lewin, 1935; Murray, 1938) stress at work resulting from increasing complexities of work and its divergent demands have become a prominent and pervading feature of the modern organization. The research in the area of organizational psychology and management have used the term job stress to denote employees mental state aroused by job situation on a combination of job situation perceived as presenting excessive and divergent demands. Some stress researcher has emphasized the role of job situations in their definition of occupational stress.

Caplan, Cobb and French (1975) define occupational stress as any characteristic of job environment which poses a threat to the individuals.

Cooper & Marshall (1976) have expressed "By occupational stress is meant negative environmental factors on stressors associated with a particular job".

But some other stress researchers have tried to define in terms of interaction between worker and work environment. The stressfulness of a job situation or a factors is determined not only by the divergent or threatening demands of the situation but by how the individual perceives and evaluate it with defines to his own capabilities and characteristics. The definition proposed by Margolis, Kores and Quinne (1974) falls in this category. They define stress as "conditions at work interacting with workers characteristics to disrupt his psychology on physiological Homeostasis" Similarly.

Beehr and Newman (1978) described job stress “a condition wherein job related factors interact with the workers to change his psychological conditions such that the person is forced to deviate from normal functioning”.

Parasuraman and Alluto (1981) also reported that jobs demand, constraint, and job related events or situations were not in themselves stressful, but they may be capable of producing psychological stress and strain, depending upon personal attributes and other factors.

Allen, Hilt and Green (1982) have defined “occupational stress as disruption in individual’s psychology and physiological homeostasis that forces them to deviate from natural functioning in interaction with a job and work environment”. Consistent with recent conceptualization, stress denotes the psychological state experienced by an employee’s when faced with demands, constraints and opportunities that have important but are uncertain outcomes (Beehr & Bhagat, 1985; Schular , 1980)

Beehr and Newman (1978) have outlined three categories of these symptoms.

Psychological Symptoms: Those emotional and cognitive problems that occurs under conditions of job stress. Psychological symptoms of occupational stress include job dissatisfaction, disliking for the job depression, anxiety, boredom, frustration, isolation and resentment. Having these problems, the employee is less able to cope with the job problems in ways that would improve his work conditions and enhance his mental outlook.

Physical Symptoms: Though it is difficult to know how much these physical symptoms have been caused by a particular job stress verses other aspects of employee’s life, it has been established that consistent job stress link with certain

physical symptoms and diseases. Among the common physical symptoms of occupational stress are cardio vascular diseases, headaches, gastrointestinal problems, allergies and skin diseases.

Behavioural Symptoms: The behavioral symptoms of job stress can be classified in two categories. The first category of the symptoms belongs to the organization. The employee entered symptoms are avoidance of work, increase intake of alcohol and drugs, over-eating, under-eating, aggressions towards co-workers, family members and interpersonal problems in general. The organizations related symptoms of job stress include, absenteeism, leaving the job, accident proneness and decrease in work efficiency.

Organizational Role Stress

The concept of “role” is the key concept in understanding the integration of the individual in a system. The first requirement is to locate the individual in the total set of ongoing relationships and behavior comprised by the organization. Every organization is composed of a number of positions and specific roles associated with these positions. Katz and Kahn (1966) have accordingly extended that an organization is a system of roles. A position in office is essentially a relational concept, defining one’s position in terms of its relationship to others and to the system as a whole. Each position in the organization is associated with a set of activities, which constitute the role being performed by the person occupying that position. Infact no role is totally independent and sufficient in itself performance of one’s role is determined also with a pattern of interpersonal connectedness with in which role behavior takes place. This implies that roles are not tied to any specific milieu or setting, but to other laws and settings. A role is normally enacted in relation to many other offices & positions in the organization.

It may be directly related to others, or may be less directly to others, and only remotely concerned to remaining offices in the organization. These offices makeup the 'role set' for that particular role. The person is occupying various positions in the role set have a stake in role performance of the focal person.

They develop attitudes about what the focal person should do and not do as part of his role. These participation and prescriptions held by the members of a role set are designated as "role expectations" role performance of a person is evaluated by the member of role set in expectations as communicated, directly or indirectly, to the focal person. These communication expectations are referred to as "sent role". Thus we may define job role as a "set of specific normative activities, associated with a position, to be performed in the framework of expectations, prescription and prescriptions held by members of the role set".

Normally, performance of a role satisfies various needs of its occupant. But sometimes it became potential sources of stress too far the role-occupant. The problem a role occupant faces today is that of managing the complex structure of role by achieving an integration of one's self with the system of other roles as well as integration of various roles a person may be occupying. Interest in organizational role stress has increased a great deal in recent years. Kahn, Wolfe, Quinn, Sank and Resenthal (1964) were the earliest to draw attention to organizational stress in general and role stress in particular. These researchers, after systematic exploration, identified two basic sources of role stress i.e. role conflict and role ambiguity.

Work-Related Stress

Work-related stress was once thought of as occurring only in those who work in senior positions; it is now acknowledged that occupational stress can be experienced by employees at every level (Williams, 2003). In fact, stress is much more common in employees at lower levels of workplace hierarchies (Williams, 2003), where they have less control over their work situation. More recently, studies have targeted occupational stress in various professions, such as nurses, doctors, police officers, teachers, managers and academicians (e.g. Barkhuizen & Rothmann, 2008; Cottrell, 2001; Hendel & Horn, 2008; Lindorff, 2000; Oginska-Bulik, 2005; Ortega, Brenner & Leather, 2007; Peltzer, Mashego & Mabeba, 2003; Tytherleigh, Jacobs, Webb, Ricketts & Cooper, 2007; Williams, 2003; Zurlo, Pes & Cooper, 2007).

Framework of Occupational Stress

The nature of occupational stress can be more conveniently and clearly understood in the framework of causes, mediator, moderators and consequences. It is generally assumed that unchecked stress of job life reduces performance, job satisfaction and morale cause absenteeism and turnover. But, in fact job stress does not directly affect the job behavior of the focal worker. The experiences and consequences are moderated by several psychological and situational factors. Ivancevich and Matteson (1987) have proposed a framework of occupational stress which is rigorous enough to analyze and understand job stress and its effects, and to induce meaningful and practical strategies to manage job stress. The framework emphasizes stress in a dynamic system of transaction between the person and his work and non-work environment. The framework illustrates that a feedback loop links stressors and outcomes which illustrates a cyclical rather than a linear stress system. Approaches to

study job stress. There has been a lot of controversy regarding the actual meaning of the concept of stress. The basic reason behind this controversy is that stress researchers in different disciplines have different referents for the term stress. Even if every one used the term in same meaning, there would still be differences in approaches to studying occupational stress. These four approaches typically focus the stressors of job life and consequent strains. These also recommend different targets and types of treatment for alleviating the problems resulted from job stress. There are four identified approaches to the study of occupational stress (Beehr & Frang, 1987).

Table 1

Approaches to study occupational stress

Approach	Typical	Typical outcome	Typical primary target of treatment
Medical	Physical	Physical strain	Individual
Clinical counseling psychology	Psychological	Psychological strain	Individual
Engineering psychology	Physical	Job performance	Organization
Organizational psychology	Psychological	Psychological strain	Organizational

The medical approach, having its roots in the tradition of Cannon and Selye, focus on physical causes and consequences of job stress. The typical primary target of treatment for this approach is individual. Here the treatment of the focal person is done through application of medication. This approach did not develop from primary interest in occupational on work place though it is applied to them.

The psychological approach to occupational stress emphasizes psychological causes and consequences of stress. The approach is labeled as clinical or counseling

psychology approach and involves the treatment of depression or anxiety through cause selling on psychotherapy. This approach also like medical approach was not developed specifically for dealing with the stress prevailing in the work place.

The third approach that is clinical or counseling psychology, adapted to the study of occupational stress focus on physical characteristics of work and work place on stressors and as job performance as the typical outcome (strain). This approach has implications for the physical design of the work and workplace on the treatment remains the organization, not the individual.

The organizational psychology approach accepts that psychological variable prevailing in the organization cause psychological strains. In this approach typical target of treatment is making necessary changes on modification in the organization on the characteristics of workplace. This approach was developing with specific interest in work place stress.

However, people working in the field of occupational stress from any of these four perspectives try to broaden their approaches to take the important characteristics of job stress from other approaches into consideration but they focus in the areas in which they have the most expertise. Since these approaches to the study of job stress have developed largely independently from each other, it should not be expected that they use terms in the same manner.

Sources of Occupational Stress

Through occupational stress initially arises from constituent factors of job and its psycho-physical environment; these factors are not inherently stressors. In fact personal characteristic of the employee and its cognitive appraisal of job factors in the

framework of his capacity and resources determine the extent of stress he would experience from a job factors or situation.

Individual Characteristics

Personality characteristic of the employee is one of the most prominent factors which interfere with their job behavior. Employee responses to work demands and pressures are largely influenced by their personality, characteristic and psychological and behavioral patterns, such as believes and values, aspiration and expectancy, need structure attributions, laws of control, personality traits, coping skills, cognitive patterns etc.

An important personal characteristic which influence the experience of stress is “Sense of Control”. Sense of control refers to the perception by the individual worker that his/her action results in expected outcome, particularly those which are important for the workers. Sense of control has been found to have significant effect on people’s response to stress. Sense of control (ability to self-pace in work) over task and work environment cause fewer symptoms of stress. Individual with hardy personality are likely to experience less stress and strains because if this characteristics of commitment and capability of control and facing challenges (Kobasa, 1979). Low level of tolerance and patience, rigidity, low self esteem, high anxiety, intra psychic conflicts, external laws of controls, and certain cognitive patterns enhance employee’s susceptibility. to experience more stress as well as strain.

Personality traits of employees play a significant role in determine the severity of job stress experienced by them. Though personality characteristics and traits are generally not the source of stress; they mediate the stress and moderate the strains. In a

recent study of Srivastava and Veena (1999) on a sample of industrial supervisors noted that supervisors rating higher on emotionality, dependence and sensitivity and imaginativeness experienced comparatively higher degree of occupational stress. Employee's cognitive appraisal of job stressors were also found to be influenced by their personality attributes.

High anxiety also is a frequent source as well as promoter of stress. Anxiety has also been reported as an immediate outcome of felt stress. In the last three decades anxiety and stress has become the topic of intense interest among psychologists and laymen. Anxiety has been variously defined as stimulus, response, drive motives and trait. Anxiety is a vague fear associated with emotions of terror, horror, alarm, fright, panic and dread.

It has also been characterized by the feelings of uncertainty and helplessness in an adverse situation. These feelings and emotions associated with anxiety cause stress and also enhance the severity of stress by influencing their cognitive appraisal. Spielberger (1979) has stated that in a transaction between person and environment, stressors are linked to anxiety reactions by perception of threats. In interactional model of anxiety (Endler, 1975) stress has been defined as situational variable. The perception of which is influenced by individual's predisposition to react to stress with increased anxiety. The perception of stress in turn increases the anxiety of the focal person.

Employee's locus of control has also been noted to determine the degree of occupational stress experienced by them. In a number of studies, external locus of control have been reported to be associated with higher degree of stress and anxiety. In a study on a sample of banking personnel, Srivastava and Krishna (1992) noted that employees with external locus of control experienced comparatively higher degree of

occupational stress, and lower job satisfaction. Employees with external locus of control have also been found to be more alleviated from work setting and less involved in their job.

Employee's job attribution also determines the extent of stress they experience in their jobs life. In a recent study, Gupta (1999) noted that employees attributing to their efforts, nature of job activities, work conditions and failures in the job life experienced higher role stress as compared to those who attributed to chance or luck for their achievements and failures at work.

Besides mediating the effect of stressors certain behavioral pattern becomes direct source of stress. "Type A behavioral pattern" (Friedman & Rosenman, 1974) are the examples of such behavioral sources of occupational stress. Type A behavioral pattern, such as derive to achieve more and more, aggressive striving, high competitiveness, high hostility, hyper alertness, rapid place in themselves cause stress and became stress factor in certain semantic problems, particularly coronary heart diseases. Type A people may be resentful and suspicious of other environment. In order to achieve more and more, these people ignore the feeling of other.

Employee's age, sex, health, status, experience and socio cultural background have also been found to influence the experience of occupational stress. Variety of social supports such as emotional, tangible, informational and esteem support have also been reported by stress researchers as dominant mediators of the experiences of occupational stress, as well as mediators (buffer) of the relationship between occupational stress and consequent strains.

Work Setting Variables

Job Role is a major source of satisfaction as well as frustration for the employees. Certain characteristic and inadequacies of job roles have been noted as prominent source of occupational stress. Researchers have applied “**role theory**” to understanding stress problems at work and to examine how role pressures contribute to occupational stress. Ivancevich and Matteson (1980), noted that role pressures occurs when an expectations and demands conflicts expectations demands of the organizations. Kahn and his associates (1964) have extensively investigated and discussed the stressors arising from two major characteristic of organizational role, i.e. role ambiguity and role conflicts, (inter-sender, intra-sender, inter role and personal role conflicts) role overload and role under-load have also been noted as occupational stressors .

Pareek (1981) on the basis of theoretical speculation and statistical analysis has identified following ten situations of role stress:

1. Inter-role distance;
2. Role stagnation;
3. Role expectation conflicts;
4. Role erosion;
5. Role overloaded;
6. Role isolation;
7. Personal inadequacy;
8. Self role distance;
9. Role ambiguity;
10. Resource Inadequacy.

Consequences of Occupational Stress

Stress has been generally denoted as an undesirable and a negative force causing disruption in Psychological and Physiological homeostasis of the focal person. In a situation of a severe stress, human constitution and capacities are taxed severely and his overall effectiveness is distorted. Majority of stress researchers have concluded that stress given rise to negative emotional experiences causing significant deterioration in individual's adjustment, behavioral effectiveness and health.

The nature of the response to stress was first studied by Walter Canon (1914) and in mid 1920's by Hans Selye. These two physiologists have made significant contribution to the understanding of stress response and the effects of its mismanagement. More recently there has been an important focus on the health consequences of stress in the work place, both out of concern for individual's organization. This concern is founded on the idea that the intense or persistent stimulation of the stress response can result in the host of health problems. Researches in organizational stress have dominantly focused on emotional, behavioral, and health outcomes of stress experience at work (Brief, Schuler & Van Sell, 1981; Coopers & Marshell, 1976; Ivancevich & Matteson, 1980). Thus, we see that prolonged severe stress affects the focal person at psychological levels. At mild level, stress may arouse the individual for improved performance and problem solving, but starts hampering performance when its intensity reaches a disruptive level, which varies with the characteristics of the focal person and the task being performed. Psychological consequences of stress include increase in serum and cholesterol level, blood pressure, heart rate, adrenaline levels and respiratory rates. With prolonged high level of stress a variety of psychosomatic diseases may occur. Various dimensions of job behavior, such as performance job satisfaction.

absenteeism and turn over are also affected by the stress of job life. Schuler (1980) submerged all the consequences of job stress under three general categories: Physiological, Psychological and Behavioral Symptoms.

Work Commitment

Work commitment is now a universally acceptable important phenomenon which is an outcome of employees' psychological make-up, physical working conditions, organizational climate and climate helping to accelerate employee's productive behavior in terms of output in a working condition. Commitment refers to individual's attraction and attachment with the work in an organization. Attachment of employee with his/ her work and the organization has received a considerable attention in management and organizational behavior approaches and as a result the phenomenon like attachment, identification, loyalty to the organization etc. has clearly emerged as the most recognized research construct.

Commitment can be characterized specifically in terms of commitment to an occupation, a particular job, a given profession or to an organization. The characteristics or dimensions of commitment are defined and measured depending upon how it is being applied. Researchers in this area have been relatively active in trying to capture the meaning and essence of these concepts and there is considerable diversity in the definitions offered for these concepts. The construct of organizational commitment has captured the interest of many researchers who have attempted to explore this area.

Whyte (1950) highlighted the concept of 'The organization man' that refer to ones' over commitment to the organization in Whyte's opinion in organization man is the person who works for the organization, as well as possession a feeling of psycho belongingness. In utmost the same line Lawrence (1958) asserted 'Ideally we would

want one sentiment to be dominant in all employees from top to bottom, namely a complete loyalty to the organization purpose’.

Kelman (1958) enumeration of taxonomy describes that individuals can influence in their conceptually distinct way: (a) compliance or exchange, (b) identification or affiliation and (c) internalization or values congruence. These three require the process internalization which is significantly important as it occurs when influence are accepted and consequently inculcate attitude and modifies behavior and congruent with one's values. Hence, the basis of one's psychological attachment to an organization is likely to be in function of (a) compliance an instrumental involvement for specific, extrinsic rewards, (b) identification or involvement based on desire for affiliation and (c) internalization or involvement predicted on congruence between individuals and organizational or in conjunction theory.

Brown (1969) highlights the three importance facets commitment that includes (a) the notion of membership, (b) current position of the individual and (c) predictive potential concerning certain aspects of performance, motivation to work, spontaneous contribution and other related outcomes. Brown asserts on the differential relevance of motivational factors.

Hall et al. (1970) considered the commitment is the process by which the goals of the organization and those of the individual become increasingly integrated or congruent. This contention seems to be highly logical as it is important in enhancing human working efficiency.

In view of Sheldon (1971) an attitude or an orientation towards organization which links or attaches the identity of the person to the organization is called commitment. According to Becker (1960) commitment involves “consistent lines of

activities” in behavior that are produced by exchange consideration to which he called side-bets as pension that grows in proportion to years in the organizations. Later on Ritzer and Trice (1969) analyzed Becker’s side bet concept of commitment. Becker’s side-bet concept was the first source of defining the term commitment. It suggests that commitment comes in to being when a person, by making a side bet links extraneous interests with a consistent line of activity.

Etzoini (1961) for the first time developed a typology of commitment and pointed out that the power of authority that organizations have their employees is rooted in the nature of the employee’s involvement in the organization. He described this involvement or commitment involving behavior as (a) Moral involvement (b) calculative involvement and (c) alimentative involvement. Moral involvement is that which has positive and high intense orientation towards the organization based on internalization of organizational goals and values and/or identification with authority. calculative involvement, and on the other hand represents a less intense relationship with the organization and is largely based on a rational exchange of benefits and rewards. Etzoini further suggests primary control mechanisms that organizations after employee to secure compliance with organizational directives. Normative power, which rests largely on the allocation of the symbolic reward is most often associated with moral involvement, where as enumerative power is typical with calculative and lastly. coercive power is used in a situation where alienated involvement is concerned.

Kanter (1968) suggested three forms of commitment: They are continuance commitment that refers to as the members’ dedication to the survival of the organization. Cohesion commitment is referred as to the attachment to the social relationship in an organizational context, which is brought through public renunciation of previous social ceremonies. Thirdly, the control commitment which is the result of

member's attachment to the organizational norms that shape behavior towards desired directions or develop employee's pro-actively conducive to organizational objectives. Organizational commitment is a powerful tool that can be used as an aid to achieve higher level of performance and to develop and maintain discipline in the organization. The construct has been found to be related to many important outcome variables like performance, absenteeism, and employee's turn over etc.

Sherwin (1972) rightly pointed out the lack of commitment to the work and the organization can contribute to the major problems faced by organization like cost of production and poor services.

Buchanan (1974) opinion regarding commitment is a partisan effective attachment to the goals and values and to the organization for its own sake apart it's purely instrumental worth.

Weiner and Grechman (1977) viewed commitment in terms of behavior that are socially accepted and exceed formal/and or normative expectancies relevant to the object of commitment.

Salancik (1977) differentiated commitment as seen by organizational behavioral researchers and social psychologist. Organizational behavioral researchers described commitment on the process by which employees come to identify with the goals and values of the organization and consequently are desirous of maintaining membership in the organization that is attitudinal commitment where as the process by which an individual's part behavior serves to bind him/her to the organization is called as behavioral commitment by social psychologists (Keisler, 1971).

Stevens et al (1978) after an intensive review of definition of commitment reached to the conclusion that the approaches can best be summarized in the two categories; exchange approach and psychological approach. The exchange approach views commitment as an outcome of individual of inducement contributing to transaction between the organization and the members. The later on in the psychological approach describes commitment as more active and positive orientation towards an organization and because of such orientation employees have the willingness to work to attain organization's goals and people feel and perceive difficulty in leaving the organization.

In quest of achieving efficiency through commitments, Katz and Kahn (1978) suggested that developing high organizational commitment maximizing innovative and spontaneous behavior which implied that a organization need to go beyond attracting and holding people in the system to achieve better efficiency commitment is based on internalized motivational patterns where competence is implicit being an inevitable aspect of commitment at work or the organization.

Steers (1977) developed a model that describes the antecedents and outcomes of the commitment. According to this model there are three main categories of variables that influence commitment and personal characteristics/ attachments (it includes the variables such as, need for achievement, work, experience, age and education). Work experience the second category of influence describes socializing forces as to have an impact attachments formed with the organization.

Mowday et al (1979) defined organizational commitment in terms of three factors that include (a) A strong belief in an acceptance of the goals and the values of the organization, (b) Readiness to exert considerable effort on behalf of the

organization and (c) A strong desire to remain a member of an organization. These factors refer to the behavioral dimension to evaluate employee's strength of attachment (Morrow, 1983; Welsh and Lanan, 1981). Further, Morris and Sherman (1981) investigated a multivariate predictive model of organizational commitment and focused on the role of job level and organizational differences. The antecedents in this model include variables from each of Steer's (1977) categories.

Rechiers (1985) opened organizational commitment as a process of identification; with the goals of organizations multiple constituencies and these include top managers to the public at the large.

O' Reilly and Chatman (1986) contends to the fact that an employee's psychological attachment to the organization can reflect varying combination of the three psychological foundations like compliance that occurs when attitude and behaviors are adopted not because of shared beliefs but simply to gain specific rewards whereas, identification occurs when an individual accepts influence to establish or maintain a satisfying relationship that is an individual may feel proud to be a part of a group respecting its values and accomplishments without adopting that his/ her own and thirdly, internalization occurs when influence is accepted because of the induced attitudes and behaviors that are congruent with one's own values, that is the values of the group or organization are same. The impact of O' Reilly's classification system has been found weakened as they failed in distinguishing between identification and internalization (O' Reilly et al., 1991; Vadenberg et al., 1994). In most recent research combined the identification and internalization items to form a measure of what they called normative commitment.

Mottaz (1988) in his study defined organizational commitment as an effective response (attitude) resulting from an evaluation of work situation which links or attaches the individual to the organization.

Romzek (1989) Pointed put employee's commitment as a sense of attachment to the work organization. Commitment is the strength of one's identification with the job and the involvement in a particular organization hence characterized by one's willingness to exert considerable effort on behalf of the organization and a desire to maintain a membership in it.

Sharma and Singh (1991) describes that organizational commitment in the product of two independent sets of factors viz., personal and organizational which simultaneously operate in every organization.

Meyer and Allen (1991) noticed that generally the definitions related to commitment reflect three broad aspects viz., affective orientation, cost based and obligation or moral responsibility. To acknowledge that each of these three sets of definitions represent a legitimate but clearly different conceptualization of the commitment construct. Meyer's and Allen proposed a three component and applied different labels to which they described as three components of commitment, affective, continuance and normative. Affective commitment refers to the employee's emotional attachment to, identification with and involvement in the organization. Employees with a strong affective commitment continue employment in an organization because they are internally compelled to do so. Continuance commitment refers to an awareness of the cost associated with leaving the organization. It clearly carries the meaning that if an employee perceives that he/she has to pay more cost then it is most likely that they will remain attached to the organization but on the other hand they believe that leaving

the organization and joining the other will be beneficial than such conditions become instrumental in discontinuing their affiliation to the organization or company. Finally normative commitment reflects a feeling of obligation to continue. Employees with high level of normative commitment feel that they ought to remain with the organization.

Relevance of the Study

The present investigation will not only add significantly to the repertory of researches in the field of occupational stress, it will also have practical implications. The knowledge is gained about the stressors faced by the teachers and its relationship with work commitment through present investigation. Further it would help the professionals working in this field of stress understanding the problems of teachers more clearly which make their commitment low this would help them to visualize effective intervention strategies to deal with the problems of teachers. It will help to enhance the effectiveness in present education system and improve higher education system.

Research Objectives

- 1) To examine the relationship between Role Overload dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers.
- 2) To examine the relationship between Role Ambiguity dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers.

- 3) To examine the relationship between Role Conflict dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers.
- 4) To examine the relationship between Political Pressure dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers.
- 5) To examine the relationship between Responsibility For Person dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers.
- 6) To examine the relationship between Under Participation dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers.
- 7) To examine the relationship between Powerlessness dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers.
- 8) To examine the relationship between Poor Peer Relation dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers.
- 9) To examine the relationship between Intrinsic Impoverishment dimension of occupational stress and dimension of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers.
- 10) To examine the relationship between Low Status dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers.

- 11) To examine the relationship between Strenuous Working Condition dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers.
- 12) To examine the relationship between Unprofitability dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers.

Research Questions

1. Does any significant relationship exist between Role Overload-dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers?
2. Does any significant relationship exist between Role Ambiguity-dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers?
3. Does any significant relationship exist between Role Conflict-dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers?
4. Does any significant relationship exist between Political Pressure-dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance, and Normative among Male and Female teachers?
5. Does any significant relationship exist between Responsibility For Person-dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers?
6. Does any significant relationship exist between Under Participation-dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers?

7. Does any significant relationship exist between Powerlessness-dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers?
8. Does any significant relationship exist between Poor Peer Relation-dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers?
9. Does any significant relationship exist between Intrinsic Impoverishment-dimension of occupational stress and dimension of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers?
10. Does any significant relationship exist between Low Status-dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers?
11. Does any significant relationship exist between Strenuous Working Condition-dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers?
12. Does any significant relationship exist between Unprofitability-dimension of occupational stress and dimensions of work commitment i.e. Affective, Continuance and Normative among Male and Female teachers?

Chapter two

REVIEW OF RELEVANT STUDIES

REVIEW OF RELEVANT STUDIES

Models of Occupational Stress

French, Rodgers and Cobb (1974) proposed the theory of person fit perspective of occupational stress. According to this theory poor fit or misfit between employee and his work and its environment results in stress and psychological health strains. This theory is based on the assumption that people vary in their needs, expectations and abilities just as job vary in their requirements, demands and incentives. When there is a poor fit between the characteristic of the employees and of the jobs, person environment fit theory predicts the employee's well being is affected. In this theory the fit is not unilateral; it is rather bilateral fit between employees and his job. Both should satisfy each other demands or expectations. Poor or insufficient supply from either side would cause stress one forms of fit involves discrepancy between the need and aspiration of the employees.

Person environment fit theory emphasizes the causal relationship between misfit and strains. It involves the relationship between requirements and demands of the jobs and the abilities of the employees to meet those demands. If the demand of the jobs exceed the abilities of the employee on do not match the temperament and the interest of the employees, it will cause stress and results in psychological strains. If supplies for the motives of the person are threatened by discrepancies between demands and abilities, the individual will experience stress.

The degree of person environment fit can be determined objectively or subjectively. Objective person environment fit refers to fit between the objective person and the objective environment, i.e. fit independent of individual's perception of it.

Subjective person environment fit refers to the fit between subjective person and subjective environment, i.e. the individual's perception of person environment fit. Person environment fit represent the interaction of the person and the environment rather than the outcome which each cause. The central theme of the theory was that misfit of both kinds results stress and threat to well being of the focal employee. Harrison (1976) also accepted and proved validity of the person environment fit model of job stress. Ross and Altmair (1994) have also defined occupational stress is the person environment fit framework. According to them "occupational stress is the result of interaction of work conditions with characteristic of the work such as that demands of the work exceed the ability of the worker to cope with them. McGrath (1976) has described the occupational stress as an environmental situation perceived as presenting a job demand, which seems to exceed the capability and resources of the employees to meet on deal with it. However, the nature and severity of occupational stress may be more adequately and conveniently understood observing physical symptoms, which occur in the employee under the condition of job stress.

Studies on Occupational Stress

In the present piece of research endeavor we are specifically concern to the phenomenon of occupational stress, so, in ongoing lines we will discuss available studies in relation to occupational stress. To measure occupational stress probably Srivastava and Singh (1981) were among a few Indian people who initiated to device a psychometric test namely, "occupational stress index" combined of 12 stressors have been incorporated. Later on scores of studies in Indian context have been incorporated and studies on occupational stress still occupies a major place in the areas of

organizational behavior for psychologists, managers, supervisors, and specifically of HRD specialist.

Kahn and Quinn (1970) Classified role stress into three categories: (1) expectations generated stress which includes role ambiguity and role conflict (2) expectation resources discrepancies which includes role over load, responsibility authority dilemma & inadequate technical information; and (3) The third category is role and personality.

In their study Tosi and Tosi (1970) and Rizzo and his associates (1970) found a positive relationship between role stress and anxiety, tension and fatigue. In another study of working women, Hall and Gorden (1973) found that role conflicts lead to the feeling of unhappiness. Stress caused from role conflict was reported to be positively correlated with threat, anxiety and tension (Brief & Aldag, 1976; Hanmer & Tosi, 1974). In further studies, role ambiguity was found to be correlated with low self-esteem (Beehr, 1976; Caplan & Jones, 1975).

Here the phenomenon of occupational stress is specifically concerned with the work context. At this juncture, it is necessary to clarify our views that role stressors themselves are the important major ingredient of occupational stress. Since role stress were more significantly observed, so it occupied its whelming position but later on these were incorporated in the broader concept of occupational stress. Therefore the description of occupational stressors was not out of context.

Srivastava and Bhatt (1971) and Crown and Gisp (1966) noted that the co relational analysis of occupational stress and mental ill health of the public sector employees. Result revealed significant positive relationship between all the dimensions

of occupational stress, excepting the stress of responsibility of persons and various symptoms of mental ill health. The obtained coefficients of co-relation indicate that overall occupational stress experienced by the public sector employees explained 17.64% variance in their mental ill health. The results also indicate that employee's occupational stress caused maximum variance in their symptoms of free floating anxiety, phobic neurosis and neurotic depression. The analysis also revealed that employees stress arising from unsatisfactory monetary gains and benefits accounts for maximum variance (10.24 %) in their mental ill health followed by the stress arising from the feeling of powerlessness (8.31).

French and Caplan (1973) have indicated role conflict, role ambiguity and role overload as general types and role stress. Role conflict implies on incompatibility between job task, resources, rules and policies and other people (Nickolson & Goh, 1983). Role Ambiguity is the state of uncertainty and lack of clarity regarding job duties and responsibilities. (Kahn et al., 1964; Marshall & Cooper, 1979) so far as role overload is concerned it has also been reported as an important source of occupational stress in which an individual is faced with a set of obligations requiring him to do more within a specified time limit (Sales, 1969).

Many studies have revealed that stress negatively co-related with satisfaction with pay, job itself, advancement, supervision, motivation and positively co-related with anxiety, depression and resentment turnover, absenteeism etc. (Brief & Aldag, 1976; Jagdish & Srivastava, 1983; Johnson & Sarason, 1978; Kahn et.al, 1964; Keller, 1975; Pareek, 1983 b & c;) pointed out that recent researchers have been done only on three role stressors, role ambiguity, role conflict and role-overload although he found many other role stressors in organization. These include self role distance, inter role

expectations, role conflicts, resource inadequacy role stagnations, role erosion And role over-load. While Pestonjee (1991) identified four leading stressors namely, role erosion, role expectation, role conflict, role isolation and inter role distance.

Gavin and Axelrod (1979) established positive relationship of role conflict with anxiety, depression and irritation among managers.

Cooper (1981) pointed out that stress at work can affect the individual in home as well as in society in which he lives.

Christopher (1982) out of his study on middle managers noted a significant positive correlation between role conflict and physical and psychological strains leading to deterioration in psychological health.

Jagdish (1983) studying occupational stress in relation to job satisfaction and mental health on the sample of first level of supervisors and he reported that with the exception on responsibility for person, factors of occupational stress, all other relevant stressors significantly impaired supervisor's job satisfaction. He also pointed out that employee's job satisfaction significantly moderated relationship between occupational stress and mental health. Most of the researchers have studied occupational stress from the pathological point of view although, occupational stress plays vital role in any organization and it is found highly associated with absenteeism (Gupta & Beehr, 1979; Margolis & Quinn, 1974), voluntary turnover and job dissatisfaction (Bheers, 1976; Pestonjee & Singh, 1982).

Jagdish (1983) pointed out that large number of studies available in the context of occupational stress. He tried to link occupational stress in relation to job satisfaction and mental health on the sample of first level of supervision. He reported that with the

exception of responsibility for person factors of occupational stress. All other eleven stressors are significantly impaired supervisors job satisfaction. Moreover, he also reported that employee's job satisfactions are significantly moderated relationship between occupational stress and mental health. Very few attempts have been made to study stress experienced by the employees across the various job levels in the organization. (Bhasker, 1986; Khanna, 1985; Singh, 1987). Most of the researchers have studied occupational stress plays a vital role in any organization and it is found to be highly associated with absenteeism (Gupta & Beehr; 1979; Morgolis, Kores & Quinn, 1974) and job satisfaction (Beehr, 1976; Pestonjee & Singh, 1982).

Revieki and May (1985) reported that occupational stress exerted a direct effect on depression of the employees. In a study on large sample of blue collar workers.

Srivastava and Singh (1987) found positive relationship between stress arising from responsibility for persons and psychological well-being in a sample of Banking and insurance supervisors.

After having a prolonged discussion on stressors, it became important to highlight the contention expressed by Vanchon (1987) who conduct a study on executives and pointed out that role stress may occur not only during one's official professional jobs but may also results from the fact that they are expected to continue their role when you are outside the organization. Vanchon's View provides significant information that role stress does not only have its impact with the organization but also outside the organization i.e. in the family and the other segment of socio-cultural conditions. This contention seems to get validated by Sen's (1981) study concludes that women experiences more role stress as compared to men.

Srilata (1988) investigated and found that young and higher earning salary managers experiences higher organizational satisfaction, role overload, and role conflict than managers who were older and earned less salary.

Singh (1988) studied stress experiences of 250 juniors and middle level executives belonging to seven private and three public sector organizations of North India. Junior level executives experienced higher stress (namely lack of group cohesiveness, role-conflict, inequality, role autonomy, role overload, lack of leadership support, inadequacy of role authority) than their middle level counterparts.

Taylor and Congoni (1988) examined occupational stress and concluded that psychological factors can affect job satisfaction, work adjustment, work attitudes and over all well being in the work environment.

Fernandes and Murthy (1989) carried out a study on job-related stress and burnout in middle and secondary school teachers. The study was undertaken to explore the prevalence of stress and burnout in teachers teaching in Bangalore city schools. It was found that 76 % of the total sample faced stress on the job, through the degree to which they experienced stress differed. 'Pupil misbehavior' was found to be the most stressful, followed by 'time pressures', 'poor working conditions' and 'poor school ethos'.

Vadra and Akhtar (1989) conducted a study on university teachers to determine stressors emanating from home and family situations. The result showed that male teachers experienced more social and family role stress as compared to female teachers and married experienced more stress than the unmarried teachers. Results show that extra organizational stressors are as potent factors relating to work situations.

Srivastava (1990) examined the relationship between occupational stress and job involvement of the employees operating in public and private sector organizations. As it apparent that all the twelve dimensions of occupational stress negatively co-related with job involvement of the employees in public sector organization. The result also specified that stress caused by role ambiguity co-relate (negatively) most intensively to job involvement of the employees in public sector organizations. On the other hand, no significant co-relation could be found between occupational stress and job involvement of the employees belonging to private sector organization. The results enable us to conclude that employee's job involvement remains unaffected of their perceived job stress in private sector organization.

Singh (1990) found significant negative co-relation between social support and various sub scales of occupational stress viz., job satisfaction, organizational stress and somatic distress. High level of perceived social support was found to be associated with low level of perceived occupational stress.

Akhtar and Vadra (1990) pointed out that there are many sources of stress within the organization which are directly or indirectly related to the outside events. Amongst other factors, family and society has its greater impact such as illness of other family member, conflict between the members of the family, Family financial crisis etc.

Ushasree and Jamuna (1990) conducted a study to examine role conflict and job stress among special and general school teachers. The analysis of data did not reveal any sex differences among teachers from special schools on role conflict and job stress. However, women teachers in general role conflict and had poor attitudes towards their students and were less satisfied with their careers as compared to their male

counterparts in general schools. Teachers from special schools both men and women, were found to experience significantly greater role conflict and job stress compared to their counterparts in general schools.

Orpen (1991) pointed out that the major source of stress derives from the occupational environment. It means that stress affects employees in many ways and it is psychological agent that influences physical and emotional well being and our ability to perform our jobs. It lowers down our productivity; reduces motivation and increases errors and accidents. So, in today's context, stress is a costly business expense that affects both employee health and company profits.

Srivastava and Krishna (1991) examined the relationship of different degrees of occupational stress with job performance of technical workers in a locomotive industry. Subjects experienced moderate level of stress performed job most efficiently and low and high occupational stress co-related positively and negatively job performance.

Beena and Poduval (1991) studied gender differences in relation to the work stress with age as an independent variable. The sample consisted of 80 first level executives of a large industrial organization. The findings of the study indicated that stress experience of the executives increased with advancing age. Sex was also found to be a major factor affecting the stress condition.

Ganeshan and Johnson (1992) studied Occupational stress and health on the basis of the findings they emphasized the organizational groups and supervisors in the lower range experience career stressors, but these stressors were indicative of a possible causal relationship to physical and psychological symptoms and to physiological indicators of stress. A few look of research in the area of occupational stress have been

indicated that stress at work are many which can be broadly put under broad categories of organizational, environmental and individual factors.

Tharakan (1992) hypothesized that professional women and non-professional working women would differ in their job related stress and level of job satisfaction. A sample of 90 technocrat working women (doctors, engineers and lawyers) was compared with 90 non-technocrat working women (clerks, officers and teachers) on these variables. The relationship between occupational stress and job satisfaction was found to be significantly associated with the professional qualifications of the women. Professional working women experienced greater work related stress than non-professional working women because the expectations of the former were much higher than those of the latter.

Daniels and Guppy (1994) opines that open communication in organizations can decrease levels of stress experienced by employees, but organizational communication will only be effective if it provides accurate information, thereby increasing the predictability of the working environment. A deficiency in these workplace stressors have been found to be associated with increased levels of stress (Pilkington, Mulholland & Cowie, 2001; Industrial society, 2001). Furthermore, poor communication was found to be the third highest rated stressors in the British Industrial Society report. In a study undertaken by Tytherleigh (2003) it was found that work relationships, job security, resources and communication caused the highest levels of strain for educators.

Sadok, (1995) modern mechanism of production and methods of trade are contributing in an increase in stress risks in the industry (Karasek & Theorell, 1992).

Compensative claims for all stress related disorders are growing in number while all other disabling work injuries are decreasing.

It has been documented that shift work leads to sleep disturbances and this in turn affects health and well-being (Akersted & Knutsson, 1995), concentration impairment, mistakes and makes the worker more vulnerable to accidents (Kar, Dutta, & Kar, 1996). More than 5% of the employees had significant sleep problems reported in a study.

Mishra (1995) conducted a study to explore the relationship between job related stress and depressed mood at work among male teachers of higher educational institutions. Result showed a highly significant and positive relationship of overall job-related stress and its four dimensions, i.e. role based stress, task based stress, boundary mediating stress and conflict mediating stress with depressed mood at work among male teachers of higher educational institutions.

Sultana (1995) investigated the level of organizational role stress among male and female teachers of professional and non-professional causes. Findings revealed significant differences between professional male and female teachers on the dimensions of inter role distance, role stagnation, role expectation conflict, role erosion, role overload and role ambiguity.

Leong, Furnham and Cooper (1996) stated that stress resulting from work is a major problem, both for individuals within an organization and for organization themselves. For this reason, it is argued that it is in the organization's best interest to intervene and minimize the amount of stress that is caused by continuous organization change in particular.

Mishra (1996) conducted another study related to teachers. The main adjective of the study was to compare the levels of occupational stress and job satisfaction among male and female teachers of higher educational institutions. Significant differences were observed between male and female teachers in the areas of private life, work over-load, under-load, role-conflict and interpersonal stress. Female teachers experienced more stress in these areas as compared to male teachers.

O'Dris Coll and Cooper (1996) mention that the fear associated with the prospect of losing a job is one of the biggest sources of stress in employees.

Glass and McKnight (1996) found that the inability to exercise control in the workplace (uncontrollability) contributes to negative psychological states especially when there is a discrepancy between career aspirations and occupational achievement. That is, if there is career dissatisfaction.

Quick, Nelson and Hurrell (1997) noted that which stress and strain are features of organizational life, these concepts tend to be ambiguously defined. Despite, the ambiguity, stress and strain remain a matter of serious concern to medical and organizational. Since, it leads to lost productivity and increased health care costs. The second is humanitarian, as it is not desirable to overstress individuals.

Mishra (1997) conducted a study to compare the level of occupational stress among public and private sectors public relation officers. He found that PRO of public sector experienced significantly higher occupational stress on the dimensions of role ambiguity, role conflict, reasonable group and political pressures, powerlessness, poor peer relations at work, intrinsic impoverishment, low status and strenuous working

conditions as compared to PRO's of private sector. He also explained that PRO's of private sector were significantly higher on role overload than the PRO's public sector.

Simmons, Cohran, and Blaunt (1998) conducted study on the effects of job related stress and job satisfaction on probation officers inclination to quit. Probationer officers indicate moderately elevated level of job related stress and job dissatisfaction. Job satisfaction was significantly and inversely related to probation officer's inclinations to quit while job related stress was indirectly related to such inclinations. The primary sources of job related stress were excessive paper work, inadequate salary, inadequate administrative support and the lack of promotional opportunities.

Huebner, Scott and Mills (1998) conducted study on occupational stressors among school psychologists. 225 school psychologists were surveyed regarding their perceptions of various occupational stressors. The result revealed a different factor structure, different weightings of stress levels for particular job stressors, and different relationships with demographic variables. Seven month stability estimates varied considerably, with some occupational stressors demonstrating substantial stability. Items related to organizational resources were rated as most stressful.

In one of the studies Bason (1998) described potential sources of occupational stress comprising (1) factors intrinsic to job (2) role in the organization and (3) organizational structure and climate. Few studies on occupational stress have been reported in last few years.

Vagg and Speilberger (1998) conducted study on occupational stress: measuring job pressure and organizational support in the workplace. They assessed general and

specific aspects of the work environment that are most distressing for individual workers and that adversely affect group of employees.

Golderher, Swanson, Hurrell, Ruder, et al. (1998) examined the impact of number of job stressors, including sexual harassment and gender based discrimination on female construction workers. Result from female laborers indicated that having responsibility for other's safety and housing support from supervisors and male co-workers was related to greater job satisfaction. Psychological symptoms were also related to increased responsibility, as well as skill under utilization, experiencing sexual harassment and gender based discrimination for supervisors and co-workers and having to over compensate at work.

Pithers and Soden (1998) conducted study on Scottish and Australian teachers stress and strain: a comparative study. This study examined the occupational stress, strain and personal coping resources of a comparative group. There were no between group differences in strain levels, which were found to be at 'average' levels for both groups. Nevertheless, for both group of teachers, role overload appeared to be a strong source of occupational stress.

Upadhayay and Singh (1999) found that executives as well as the teachers experienced a moderate level of stress, executives experienced more stress as compared to teachers. The results revealed a significant difference between these two groups on the experience of stress on factor such as role overload, intrinsic impoverishment and status variable.

Chan et al (2000) conducted a study to examine the influence of professionalization and bureaucratization on the quality of work life, the paper

compared the experiences of work stress, work satisfaction, and mental health on 2,589 men and women from 6 different professions and para-professions, namely, General practitioners, Lawyers, Engineers, Teachers, Nurses and Life insurance personnel. Result showed that performance pressure and work family conflicts were perceived to be the most stressful aspect of work. These two stressors also significantly contributed to the experiences of overall work stress. Further, stress arising from work family conflicts, performance pressure and poor job prospects was negatively associated with the level of work satisfaction.

Kinman (2001) research has demonstrated that stressors can have a wide ranging negative impact on the individual. Strain refers to reactions to the conditions of stress and is observable at a cognitive level (a decline in the quality of decision making, lower levels of creativity, impaired memory); behavioral level (absenteeism, poor time management, substance abuse, irritability); physical level (headaches, digestive disorders, cardiovascular disease) and psychological level (depression, anxiety, low self-esteem).

Winefield and Jarrett (2001) conducted study on perceived sources of stress. High levels of psychological stress were observed, despite the fact that anxiety and job satisfaction were normal. Psychological distress was highest and job satisfaction lowest among academic staff engaged in both teaching and research reported increased pressure arising from funding cuts to universities, resulting in heavier teaching loads and greater difficulty in securing research funds, as well as decline in facilities and support for both teaching and research. The results are discussed in relation to the demand control and person environment fit models of job stress.

Kinman (2001) reviewed researches on occupational stressors and strains amongst academics working in U.K universities. Four major themes are considered: (a) the prevalence of self reported occupational stress and strain; (b) the features of academic work that are potentially stressful; (c) the impact of these stressors; and (d) observed differences between gender, age and goals. Studies reviewed here suggest that, in comparison to other professionals and community samples; academic staff experiences less job satisfaction and extremely low levels of psychological health.

Paulik (2001) examined the moderating effect of hardiness, optimism, self confidence and occupational stress among university teachers. The sources of stress found in the present sample of Czech university teachers proved to be similar to the work load of other Czech school teachers. The result indicates that hardiness, optimism and self confidence are positive personality characteristics which facilitates coping with the demands of the teaching. These personality factors appear to be effective buffers against the impact of stress among these teachers.

Siu Wine, Gillespie, Stough, Dua and Hapuararchchi (2002), there is significant evidence to suggest that chronic and high levels of occupational stress, left unchecked are related to mental and physical well being, job dissatisfaction, absenteeism, stress related injuries, turnover, and intention to quit.

Michailidis, Maria and Asimenos (2002) examined the degree to which faculty administrators and programme co-ordinates working in higher education, experience stress at work. The occupational stress indicator was used, composed of four compound factors: sources of occupational stress, individual characteristics, coping strategies and the effects of stress. Preliminary findings showed that occupational stress has a negative impact on the degree of satisfaction with their achievement, value and growth.

being strongest with faculty and coordinators, (dissatisfaction with career opportunities, personal growth, and skill utilization). Another significant outcome was the dissatisfaction of faculty with the organizational design, structure processes (communication, change implementation, motivation, supervision style, participation in decision making). They all considered major sources of pressure in their jobs. Occupational stress has affected these states of health.

Spector (2002) highlights conditions of the work place that have been shown to lead to negative emotional reactions (e.g. headache or stomach distress), and counterproductive behavior at work.

Makin, Cooper and Cox (2003) explain that individuals who perceive that they can control their environment are less likely to suffer stress than those who do not.

Morrison and Payne (2003) suggest that changes at the job level in the objective job characteristics will have a modest but highly predictable outcome to reduce stress. Approaches to the individual level may be broken into three strategies: skill development, improved selection techniques and the delivery of stress assistance. However, it is argued that it seems likely that the biggest gains will be found with arrangement/supervisors training aimed at managing employee perception of the work situation.

Dewe and Trenberth (2004) despite the enthusiasm for coping research, review as are concerned that much of the research has pulled to live up the expectations as to its practical relevance. So, coping research needs to adapt measurement methods that reflect the techniques of clinicians.

Hoge and Bussing (2004) investigated different ways in which work stressors, sense of coherence (SOC) and negative affectivity (NA) might influence strain. Three models covering direct, moderating and mediating effects between the variables were tested for hyper responsivity, causality, perception, selection and stressor-creation mechanisms. They concluded that besides direct effects on strain, significant perception, selection and stressor creation mechanism of SOC could be identified. After controlling for SOC and NA, work stressors remain substantial prediction of strain.

Robbinson and Griffiths (2005) conducted a study to look at transformational change in a government department. Five sources of change stress were found: increased work-load, uncertainty/ambiguity, interpersonal conflict, perceived unfairness, and perceived loss. Fifteen coping responses accounted for data. These were categorized into four coping types: Task centered coping, emotion focused coping, and social support coping. Four of the five stressors were related to the use of certain coping types. A model proposed to account for the process of coping with organizational change stressors, which is offered for quantitative validation.

Brown et al. (2005) examines the moderating effects role overload on the antecedents and consequences of self efficacy and personal goal level in the longitudinal study conducted in an industrial setting context. The result indicate that role-overload moderates the antecedent's effects of perceived organizational resources on self-efficacy and goal level on performance, such that these relationships are positive when role-overload is low but not significant when role overload is high. Further, the results revealed a pattern of moderated mediation, in which goal level mediates the indirect effect of self-efficacy on performance when role-overload is low but not when it is high.

Alam, Garg and Zaffar (2005) carried an empirical research on bank employees to study the occupational stress of them. Results revealed that role overload and role conflict have emerged as most powerful stressors for bank employees whereas, unprofitability was found to be least stressor.

Rodriguez, Calcagno and Brewer (2005) this study explored job stress among a random sample of 219 Hispanic professionals. Result indicates that Hispanic professionals participating in the study experience higher levels of job stress than male participants do. Lack of organizational support contributes more to the variability job stress among participants than job pressure does. Result from this study adds to the body of knowledge on job stress and to the body of knowledge on work related outcomes for Hispanic employees.

Donald, Taylor, Johnson, Cooper, Cary et al. (2005) investigated the predictors of productivity with a shortened stress evaluation tool, which incorporated individual work stressors, stress outcomes and commitment, psychological well-being, commitment from the organization to the employee, and resources were found to be predictive. Physical health, individual work stressors and commitment from the employee to the organization were not identified as important. The large sample size and broad range of occupations included suggests the findings are generalized to other employee groupings.

Culbreth, Scarborough, Johnson, Angela & Solomon, Stacey (2005) conducted a study on role stress among practicing school counselors. 512 school counselors surveyed to determine level of role conflict, role incongruence, and role ambiguity. Data were examined for the total group and by school level. Elementary school counselors were found to have lower levels of role conflict and role incongruence than

High school counselors. Believing that the job matched their initial perceptions, that they were adequately trained, and that peer supervision was available were predictors of reduced role stress among the group and for various school level sub groups.

The relationship between work-load or overload and stress is well documented (Faragher, Cooper & cart Wright, 2004). Some of the factors contributing to this ambivalent relationship are physical demands related to the environment and individual effort psychological and emotional demands caused by workload, pace of work, conflicting requests, role-ambiguity (Van der Doef et al; 2000), and irregular schedules and long hours (Bourbonnais et al; 1999).

The potential for the development of stress associated with job security (The fear of losing one's job, changes in the work place or redundancy) have been listed by various researchers (Bourbonnais et al.; 1999; McDonough, 2000).

Thompson et al. (2006) conducted a study on 209 participants (121 females and 88 male) from a range of occupations A structural model was tested in which subordinate perceptions of supervisors support and reduced family conflict, with an indirect effect through these variables to job satisfaction. Higher work-family conflict and lower job satisfaction had significant paths to emotional exhaustion, as a key indicator a good fit to the model for both men and women. Similarly of work-family values influenced emotional exhaustion, through its impact on work family conflict and job satisfaction.

Betoret (2006) studied the relationships among teacher's occupational stressors, self efficacy, coping resources and burnout in a sample of 247 Spanish secondary school teachers. Teachers reported that when their pedagogical practice in

the school setting was being interfered with or hindered by a set of factors from the multiple contexts involved in student's learning, problem of burnout occurred. Results revealed that teachers with a high level of self efficacy and more coping resources reported suffering less stress and burnout than teachers with a low level of self efficacy and fewer coping resources, and vice versa.

In a study on the sample of school teachers (Galloway, 1984) high correlation was found between occupational stress and mental ill health.

Ofoegbu, Felicia and Nwadiani (2006) provide empirical evidence on the level of stress among lecturers in Nigerian university. A sample of 228 lecturers was selected according to the variables of age, sex, marital experiences, domicile, areas of specialization, and administrative responsibilities. The findings revealed that the level of stress among academics is significantly high. Recommendations were made for play options to reduce stress in Nigerian universities.

Austin, Vicky; Shah, Surya and Steven (2006) conducted a study on teacher's stress and coping strategies used to reduce stress. This pilot study investigated teacher's symptoms of stress and their coping strategies. The data were analyzed by a series of correlational analyses that highlighted significant relationships between ways of coping and levels of distress. Differences between the stress-related areas were measured. The findings implied that 'escape avoidance' 'accepting responsibilities' and 'uncontrolled aggression' were used as negative coping strategies and only one strategy, 'exercise' was indicated to be an effective way of coping. The teacher's strategies were examined for similarities and differences with those recommended by occupational therapists. Ways of coping, as measured by psychological measures, do not seem to reduce stress

so it is possible that the activity based stress management questionnaire, might be more advantageous.

Shigeki & Kazushi (2007) Investigated Job Stressors and Job Stress among Teachers Engaged in Nursing Activity Male and female teachers engaged in nursing activity had a significantly higher level of job stressors for physical work load and job control compared with those not engaged in nursing activity.

Phillips, Dil Sen and McNamee (2008) investigated work-related stress and health in Head Teachers. Head teachers had poor physical and mental health. Psychological well-being, particularly of females and primary head teachers was worse. Teaching was a significant predictor of easiness and being female was the main risk factor for poor psychological well-being.

Ahsan and Abdullah (2009) investigated the relationship between job stress and job satisfaction. The determinants of job stress that have been examined under this study include, management role, relationship with others, workload pressure, homework interface, role ambiguity, and performance pressure. The sample consists of a public university academician from Klang Valley area in Malaysia. The results show there was a significant relationship between four of the constructs tested. The results also showed that there was significant negative relationship between job stress and job satisfaction.

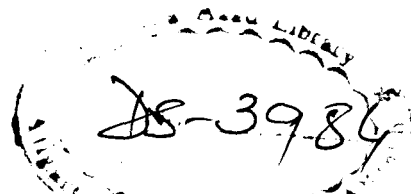
Plattner and Mberengwa (2010) studied occupational stress among university secretaries. Seventeen potential stressors were identified, referring to lack of job clarity, performing work outside one's job description, reduced competencies, supervisors who perform secretarial work, sharing resources such as an office or a telephone, lack of

recognition and limited opportunities for promotion. Most stressors correlated significantly with one or more psychosomatic complaints.

Wong, (2010) conducted "A Qualitative Study of Work-Related Stress among Male Staff in Hong Kong's Social Welfare Sector." Forty participants were recruited by convenience sampling. Personal essays developed from guide questions were used in data collection, and content analysis was carried out. The results suggest the need for planning stress management programmes in this sector.

Fako (2010) used a sample of 360 university employees in Botswana to investigate the extent to which they experienced occupational stress, the factors associated with occupational stress and the factors that could be used to predict occupational stress among university employees. Results point to the importance of role clarity, a reasonable workload, the need for employees to maintain a healthy diet, and the need to avoid regularly putting in extra hours at work in order to reduce or avoid occupational stress. The results also show that the odds of a citizen experiencing occupational stress were twice those of an expatriate employee. It is argued that successful adaptation and coping with work demands results in effective movement through the ranks that mediates the effect of objective stressors. Factors associated with occupational stress among university employees in Botswana are consistent with findings of studies undertaken elsewhere.

Navarro and Mercedes (2010) reviewed job stress and burnout syndrome at university: A descriptive analysis of the current situation and the review of the current line of research. The reviews point out that the teaching group is one of the most affected by job stress syndromes, whose consequences can be harmful both for the worker and for the organization.



Work Commitment Related Studies

The phenomenon of work commitment has always been very important especially since, mid 1960's with the work of Lodahl and Kejner but in the present scenario of hi-tech world it has become of much more concern for management and employers. The 1990's has witnessed increasing trend over the similar work related behavior viz., work commitment hence, a large number of studies are being witnessed since then, work commitment is one of the work related behavioral phenomena which has its positive impact on organizational productivity and effectiveness at large.

Luthans (1992) examined the importance of social support for employee's commitment and they found strong positive correlation between strong supportive climate and bank teller's organizational commitment.

Canning's (1992) reported that corporate employees are merely attached to their firm rather than committed. A model of managerial loyalty was developed where loyalty was described as a function of percentage pay increase that an employee would require to leave the current firm for the alternative employment. This model gets strong support in case of turbulent environment (that is during privatization and de-regulation).

Cohen (1992) examined the relationship between organizational commitment and its antecedents across occupational groups. The number model focused personal variables while the organizational model focused on role related structural and work experience variables. The study was based on the sample group of 98 employees. The total sample was divided into two main occupational groups: white collar employees who were sub-divided into professional and non-professional, and blue collar employees. In general the relationship between non- professional commitment and

personal antecedents, representing the member model was stronger for blue collar and non-professional white collar employees than for professional employees. For the organizational model differences were less consistent.

Thompson et al (1992) hypothesized that self employed individuals because of greater physical, emotional and financial investment in their jobs would report higher levels of organizational commitment and job involvement than would individuals employed by organizations. It was also hypothesized that there would be stronger relationship between job, life, family and self- satisfaction for self employed individuals.

Allen and Meyer (1993) examined affective, continuance and normative commitment as a function of age, service tenure and positional tenure. Also they examined were the contribution cross stages of various work experiences to the prediction of affective commitment. Study was conducted on library employees and hospital employees and they were more closely related to increase in organizational commitment and positional tenure. Further relationship between work experiences and affective commitment was witnessed to be differed only slightly across tenure levels and at all across employee's age group.

Angle and Lawson (1994) examined the relationship between employee's commitment and performance in a manufacturing firm. Results suggest that the link between organizational commitment and performance may depend on the extent to which motivation rather than ability underlies performance. Findings also support the distinction between affective and continuance commitment suggested by Meyer and Allen (1991).

Zeffane (1994) examined organizational commitment and perceived management style using survey response from 474 public and 944 private sector employees in Australia. Attachment to organization, flexibility and adaption, work discontinuity/change, tenure and number of employees were also assessed. Private sector employees had higher organizational commitment and scored higher on flexibility and adaptation than public sector subjects. Tenure and supervision also had higher organizational commitment but more so in terms of feelings of loyalty/citizenship (for supervision). Variation in MS were found to have a significant on employment commitment but more so in terms of the degree of emphasis on flexibility and adoption that perceived organizational size had a moderate negative effect on organizational commitment especially in the private sector.

Shore et al (1995) advocated that organizational citizenship behavior positively predicted manager rated affective commitment, whereas, continuance commitment was found negatively related to a variety of outcomes including managerial potential and promotability.

The study conducted by Wilson (1995) to examine the effects of power and policies on organizational commitment. Two theoretical explanations for organizational commitment were developed which incorporates five independent variables (1) a power based theory of commitment (including sub-unit power, leadership power and leadership behavior variables) and (2) Theory of policies (including "arbitrary personal practices" and the "political control variables"). The theories were tested on a group on 492 senior executive service managers in the federal government who completed a commitment scale which measured strength of loyalty, involvement and identification with their sub-units. Results provide empirical support for the affects of the team

power, good leader member relations, and political control on the commitment levels of top executives in the federal government.

McCaul, Hinz and McCaul (1995) studied the proposition that organizational commitment could be measured on the global attitude towards an organization. 174 employees from three organizations completed the organizational commitment questionnaire (OCQ) and measures of (a) global attitude of the organization and (b) willingness to work hard for the organization (c) intention to leave the organization, and (d) degree of the goals and values of the company management, co-workers and supervisors. Subjects completed the questionnaire twice over the period of six months. The attitudinal measure correlated strongly with the OCQ, measures of efforts, values, acceptance and intention to stay with the organization predicted little variance in the OCQ. Results were supported by the proposition.

In a study of Sharma and Pandey (1995) tested the hypotheses that the quality of work life (QWL) perception will show significant relationship with the organizational commitment of managers in India. Two hundred young managers (age between 25-27 years) were revealed from five levels of managerial hierarchy. Results revealed the perceptions of QWL were significantly and positively related to organizational commitment. Moreover, QWL, work involvement, organizational effectiveness and pursuit of individual and organizational goals were found to be significant predictors of organizational commitment of managers.

Misra, and Patnayak (1996) have studied 80 employees of public sector industrial organization. Results indicated that experience of commitment was satisfactory and often high among employees. No difference existed between the

technical and non- technical subjects and moreover, technical education had not influenced commitment or a resistance towards accepting the work environment.

Sommer, Bae and Luthans (1996) analyzed whether demographic and situational factors identified in US based literature had the same influence on the commitment of 1192 employees of 27 large Korean firms. Consistent with US studies, the Korean employee's position in the hierarchy, tenure on the current position and the age were all found significantly related to organizational commitment. All the situational antecedents, except management style were significantly related. It is interestingly observed from the study that with the increase of organizational size, commitment decreased whereas, the structure as employees are oriented the commitment witnessed to be increased; and the more positive perception towards organizational climate, the more is the commitment. This study provide beginning evidence and suggested that the theoretical constructs predicting the organizational commitment of the employees may have cross cultural validity.

Brown (1996) examined popular concepts and types of organizational commitment in the light of the definition of the commitment and common factors that pertain to all type of commitments. Commitment is best conceptualized as a single fundamental construct that may vary according to differences in focus, and terms of commitment, but has strong implications for the evaluation process, analysis of affective commitment measures indicates that certain measures contain more than one constraint to the basic meaning of commitment. Recommendations for evaluations of organizational commitment include the argument that commitment measures should address one set of terms and avoid evaluative phraseology.

Becker et al (1996) investigated the commitment performance relationship using the degree of commitment to supervisors as a determinant of the commitment performance relationship. As expected, it was found that commitment to supervisors was positively related to performance and was more strongly associated with performance than was commitment to organization.

Sharma (1997) explored the situational and personal determinants of organizational commitment among skilled workers of a private sector manufacturing organizations. The measures of the organizational characteristics adequacy of resources and human and fair management style were significantly and positively related to organizational commitment of the numerous task characteristics, only task ambiguity and task difficulty were significantly related to commitment. Situational variables were found to be more important determinants of organizational commitment than personal variables.

Randell and O' Driscoll (1997) found high level calculative commitment associated with lower perceived organizational support, lower agreement with organizational policies, fewer perceived organizational values and bonds to various facets of the organization. This pattern of findings was reserved for affective commitment.

Meyer, John, Natalie (1998) conducted a study on commitment in a changing world of work. The Canadian workplace is undergoing extensive changes that have the potential to alter dramatically the psychological commitments that employees experience with regard to their work. The purpose of this article is to examine the interplay between the changes and employee commitment. The potential impact of these changes on employee commitment is then discussed with respect to three selected

themes: changes in the nature of employee's commitment to the organization, changes in the focus of employee's commitment and the multiplicity of employers and employee relationship within the organization.

Cohen and Aaron (1998) examined the relationship between work commitment and work outcomes among hospital nurses. It examined the relationship between work commitment (WC) forms (e.g. organizational commitment, job involvement and protestant work ethic) and work outcomes (e.g. withdrawal intentions from the organizations, job and absenteeism, perceived performance, job induced tension) among hospital nurses (mean age 38.6 years) in two hospitals in the Western Canada. The findings showed the usefulness of work commitment in predicting work outcomes in nursing profession. This support was based on the mutual effect of more than one commitment on organization and job withdrawal intentions and on job induced tensions. The findings also emphasized the importance of occupational commitment as a predictor of work outcomes of nurses.

Young et al (1998) measured organizational commitment among public service employees. They examined factors of organizational commitment among blue collar workers. Previous work in this area suggests that among blue collar employees commitment should be more closely related to extrinsic rewards (e.g. pay satisfaction) than to extrinsic factors. The results indicate that the following were positively and significantly related to commitment: promotion satisfaction, job characteristics, communication, leadership satisfaction, job satisfaction, extrinsic exchange, intrinsic exchange, extrinsic rewards and intrinsic rewards. Contrary to expectations pay satisfaction do not correlate significantly with commitment. Both intrinsic and extrinsic rewards were equally predictive of commitment. This contradicts the contention that extrinsic rewards are more important determinants of blue collar commitment. These

findings are not worthy because they suggest that intrinsic rewards are important for public service employees members of a relatively understudied population.

Blau et al (1998) tested the incremental effect of professional commitment on intent to leave one's profession beyond the effects of external, personal and work related variables. There has been less empirical research focusing on intent to leave one's profession than on other types of inter role transitions. Using longitudinal survey data from 457 repeat-respondents medical technologists (aged 21-56 years), results showed that younger and less satisfied medical technologists had a higher intent to leave this profession. Also, men showed stronger intent to leave than women. After controlling these initial correlates professional commitment accounted for significant additional variance in intent to leave profession.

Tjosvold et al (1998) studied developing commitment in Japanese organizations in Hong Kong: independence, interactions, relationship and productivity. Results of structural equations analyses on data collected from interviews of Chinese and Japanese employees of multinational organizations operating in Hong Kong. Open discussion between employees resulted in productive work and stronger work relationship which in turn led employees to feel committed.

Wahn and Judy (1998) studied sex differences in the continuance component of organizational commitment. A total of 192 male and 347 female human resource professionals completed Allen and Meyer's (1993) questionnaire. Women reported higher level of continuance commitment can be regarded as small to moderate following Cohen's (1977) rules of thumb regarding effect sizes. Regression analysis confirmed the relationship between sex and continuance commitment and a negative relationship between two other variables—education level and level in the hierarchy and

continuance commitment. Findings are discussed in terms of women perceiving fewer alternatives to their current employer than men.

Meyer, Irving and Allen (1998) tested the hypotheses that the influence of early work experiences on organizational commitment would be moderated by the value employee's place on these experiences. Work values were measured in samples of recent university graduates prior to organizational entry and measures of work experiences and these forms of commitment (affective, continuance and normative) on different occasions following entry. Regression analysis revealed that values and experiences did interact in the prediction of affective commitment and normative commitment but that the nature of interaction was different from different work values/experience combinations. The findings provide some challenge to the common sense assumption that positive work experience will have the strongest effect on commitment among those who value most such experience will have the strongest effect on commitment among those who value most such experiences.

Dorman and Zapf (1999) investigating the moderating effects of social support by supervisors and colleagues relative to social stressor at work and depressive symptoms using a structural approach in a three wave longitudinal study over one year LISREL analysis with latent moderating effect revealing a moderating effect for supervisor support. This applied only if the time was eight months but not for longer or shorter lags under low support conditions depressive symptoms were increased by social stressors whereas, social stressors reduced subsequent depression under high support conditions. No moderating effect for colleague support was found.

Ahmad and Ansari (1999) studied organizational commitment. Results indicate that workers (blue collar) expressed comparatively higher degree of organizational

commitment than the owners of the company. Although the owner's expressed a moderate level of commitment they were affected by factors like lack of organizational resources, proper guidance and co-operation from the local authorities and state governments.

Patel (1999) reported low job involvement and low organizational commitment in the younger group of employees in both public and private banking sector. Public bank employees experience higher commitment than their counterparts.

Finegan (2000) investigated the relationship between personal values, organizational values and organizational commitment. 121 employees from a large petro-chemical company rated 24 values with respect to how important the value was to the organization. It was found on the basis of hierarchical multiple regression analysis the commitment was predicted by the employee's participation of organizational values. Furthermore, affective, normative and continuance commitment were predicted by different clusters of values. This study highlights the importance of recognizing that values are multidimensional and that each value cluster may affect behavior differently.

Yousef (2000) investigated the role of various dimensions of organizational commitment and job satisfaction in predicting various attitudes towards organizational change. Results showed that employees' affective and behavioral tendency attitude towards organizational change increased with the increase in affective commitment and that continuance commitment directly and negatively influences cognitive attitudes towards change and satisfaction with various job facets. Job directly and positively influenced different dimensions of organizational commitment.

Bishop, Scott and Burroughs (2000) investigated that job performance was related to team commitment; intention to quit was related to organizational

commitment; and citizenship behavior was related to both team and organizational commitment. Commitment mediated the relationships between support and the outcome variables.

Heffner and Pentsch (2001) presented a model of organizational commitment proposing the hypotheses that work group social interactions and work commitment would independently influence organizational affective commitment. The results supported the hypothesized relationship between social interactions and affective commitment.

Lok and Crawford (2001) studied the relationship between employee's perceptions of organizational culture and sub-culture, and job satisfaction and commitment. The results suggest that managers may need to focus more on organizational subcultures in generating greater commitment among employees.

Yousuf (2001) studied the moderating effect of Islamic work ethic on the relationship between organizational commitment and job satisfaction, in a sample of 425 Muslim employees in UAE the results revealed that Islamic work ethic directly affects organizational commitment and job satisfaction and it moderates the relationship between these two constructs and there is a positive and significant relationship between job satisfaction and organizational commitment.

Rhodes, Eisenberg and Armeli (2001) examined the interrelationships among work experienced perceived organizational support, affective commitment and turn over. Using a diverse sample of 367 employees drawn from a variety of organizations, study found that perceived organizational support mediated positive associations of organizational rewards, procedural justice, and supervision support with affective commitment. Study 2 examined changes of perceived organizational support and

affective commitment in retail employees over a 2 year span (N=333) and a 3 year span (N=226). Perceived organizational support was positively related to temporal changes in affective commitment, suggesting that perceived organizational support and subsequent voluntary employee turnover that was mediated by affective commitment in retail employees (N=1124) and in poultry and feed processing workers (N=262). These results suggest that favorable work conditions operate via perceived organizational support to inverse affective commitment, which, in turn, decreases employee withdrawal behavior.

Payne and Morrison (2002) reports an empirical study of the self reported psychological strain, ill health, job satisfaction and organizational commitment of public sector employees and the results show that negative affectivity has a variety of effects on both health and job attitude variables.

Stinges, Guest, Canway and Davey (2002) investigated the relationship between organizational and career management activities and organizational commitment in the early years of graduate careers. Data were obtained from 212 graduates (mean age 26-31 years). The findings suggested that high organizational commitment predicts the practice of career management activities by graduates to further enhance their career within the organization while low commitment is closely associated with behavior aimed at furthering the career outside the organization.

Casper, Martin, Buffardi and Edwins (2002) investigated the impact of work interfering with family (WIF) and family interfering with work on women's organizational commitment and examined both the direct and moderating effects of their perceived and organizational support. The study was found that WIF was

positively related to continuance commitment but unrelated to affective commitment. FIW was not related to either form of organizational commitment.

Yousuf (2002) conducted a study to explore the mediating role of job satisfaction between role stressors that is role conflict and role ambiguity on sources of stress on the one hand and on the other hand various facets of organizational commitment that is affective, continuance and normative on a sample of 361 employees in a number of organizations in the United Arab Emirates. Path analysis revealed that role ambiguity directly and negatively influences both affective and normative commitment. Results also revealed that job satisfaction mediated the influences of role conflict and role ambiguity on various facets of organizational commitment except continuance commitment.

Yoon et al (2002) tested a new dual process model of organizational commitment that connect organizational practices and specific job characteristics to emotions and cognitions of employees. They are in turn proximate cause of organizational commitment, the result provided the strong support to the model that the feeling was job satisfaction and perception of organizational operate through independent channels to mediate of impact work experience on organizational commitment.

Hochwarter (2003) examined the impact of political behavior and perceptions of politics on job satisfaction and affective commitment. It is hypothesized that political behavior and perceived greater use of these tactics would be more satisfied and committed when work environment was viewed as political in nature. In general results perceived politics interaction term explained incremental variance beyond demographic variables, and indicators of perceived control and undertaking for each outcome. These

findings indicate that some individuals may experience positive consequences when occupying an environmental perceived to be highly political.

Vandenberg, Bentein and Hamber (2004) investigated three longitudinal studies to examine the differential influence of affective commitment to the organization, the supervisor and the work group. Study on 199 employees from various organizations describes that affective commitment to these entities were factorials and related differentially to their theorized antecedents. Study second on a diverse sample group of 316 employees showed that organizational commitment (a) had an indirect effect on turn over through intent to quit. (b) Partially mediated the effect of commitment to the effect of commitment to the supervisor on extent to quit and (c) completely mediated the affect of commitment to the work group on intent to quit. Study third with matched data collected from 194 nurses and their immediate supervisors, determined that (a) commitment to the supervisors had a direct effect on job performance and, (b) organizational commitment had an indirect effect on job performance through commitment to the work group on performance while the remaining two studies showed the significant influence of affective commitment.

Francesco and Chen (2004) explore the role of collectivism as a moderator of a relationship between organizational commitment and employee performance in Chinese setting. The relationship between organizational commitment and both in-role and extra-role performance were thought to be because of feelings of obligation to the organization that may have been aroused in collectivism who considered the organization as an in group.

Wasti and Arzu (2005) studied commitment profiles: combinations of organizational commitment and forms and job outcomes. Two studies explored how the

three components combine to create distinct “profiles” of commitment and the implications of different profiles. The result suggests that affective commitment is the primary driver of positive outcomes, especially when combined with low levels of continuance commitment.

Seigal et al (2005) examined the utility of a procedurally based approach to understanding employee’s reactions to work-life conflict. They examined whether the fairness of procedures used by organizational authorities to plan and implement decision moderates the inverse relationship between work-life conflict and employees organizational commitment. Three studies using different methodologies showed support for the moderating role played by procedural fairness. That is, the tendency for greater work life conflict to lead to lower commitment was significantly less pronounced when procedural fairness was high rather than low.

Carmeli and Gafen (2005) explored how work commitment forms affect one another and how together they serve to influence work behavior and outcomes. They tested relationship between two work commitment models and two forms of employee withdrawal intentions: from their organization and from their occupation. This research contributes to work commitment literature, by providing empirical findings and theoretical interpretations regarding the role of a particular professional setting in explaining the interrelationships among models of work commitment, and how some constellations of different work commitment foci explain multiple withdrawal intentions.

Fredor, Caldwell and Herold (2006) investigated how organizational changes in 32 different organizations (private and public) affected individual’s commitment to the specific change and their broader commitment to the organization. The results indicate

that both types of commitment may be best understood in terms of a three way interaction between the overall favorableness (positive/negative) of the change for the work unit members the extent of the change in the work unit and the impact of the change process was found to interact with the effects of work unit change on the organizational commitment.

Cunningham (2006) investigates that: (a) the relationship between affective commitment to change and turn over intention was fully mediated by coping and the change, (b) the relationship between continuance commitment to change and turn over intention was only partially mediated by coping with change, and (c) normative commitment to change had a direct impact on turn over intention. Results are discussed in terms of implications for managing organizational change the purpose of this study is to integrate and expand this research by examining the relationship among commitment to change, coping with change and turn over intention.

Redman, Tom and Snape (2005) conducted study on unpacking commitment: multiple loyalties and employee behavior. They present finding from the U.K. studies on sample drawn from private manufacturing, private services and the public sector. There is evidence that global organizational commitment mediates the relationship between four specific commitments and organizational related outcomes but there is no mediation in the case of these foci and outcomes that are more cognitively distant from the organization.

Phopoola (2006) conducted a study on personal factors affecting organizational commitment of records management personnel in Nigeria state universities. Simple cluster sampling used to select 180 records management personnel from the study population. The result showed that sex, age, marital status, length of service, and level

of education affect the organizational commitment of the subjects. This study advocated for improved conditions of services to enhance organizational commitment of records management personnel in the state universities in Nigeria.

Ayeni and Phopoola (2007) have found a strong relationship between job satisfaction and organizational commitment. According to the job satisfaction is mostly determine how well the organization meets employees' expectations.

Munir and Sajid (2010) examined Locus of Control (LOC) as a Determinant of Organizational Commitment among University Professors in Pakistan The finding through this research explained that participants with more internal locus of control are more likely to have high affective and normative commitment whereas participants with more external locus of control are more likely to have high continuance commitment.

Wang Cai-feng (2010) conducted an empirical Study of the Performance of University Teachers Based on Organizational Commitment, Job Stress, Mental Health and Achievement Motivation the results revealed that the sustained commitment has a negative effect on work performance while emotional commitment has a positive effect on work performance. Work stress has a positive effect on work performance but mental health has a negative effect on work performance, Studies also found that emotion commitment is the intermediary variable of the sustained commitment to job performance. Work pressure is the intermediary variable of work pressure affecting job performance whereas there is a positive correlation between achievement motivation and mental health.

Occupational Stress and Work Commitment Related Studies

Welsch and Lanan (1981) conducted a study on organizational commitment, job satisfaction, job characteristics, professional behavior, organizational climate, role stress, demographic variables. Data were analyzed by using correlation design. Major results of study revealed that age, tenure, job satisfaction, advancement, team work, participative climate positively related to commitment. Role stress was found to be negatively related to commitment.

Fukaani and Larson (1984) studied the commitment to union and company, personal characteristics, job scope, stress and work experience. Findings revealed that tenure, job scope and stress predicted company commitment not any variable predicted union commitment.

Jamal (1985) Conducted a study on organizational commitment, stress and performance. Findings of the study revealed that organizational commitment moderated 50% of negative relations between stress and performance.

Johnston (1987) conducted a study on organizational commitment, leadership behavior, role stress, job satisfaction, intent to leave, performance. He used path analysis, discriminant analysis. His effort helped him to test the organizational commitment model of Steers and Mowday.

Mc Kenna (1987) carried out a study on commitment, perception of equity, occupational stress. 330 hospital staff; as sample for the study correlation used for analyzing data. Findings revealed that commitment decreases when perception of inequity increases.

Siu, Cooper and Cary (1998) investigated the direct and moderating effects of locus of control and organizational commitment on the relationship of sources of stress with psychological distress, job satisfaction, and quitting intentions. Results suggested that locus of control and organizational commitment had strong direct effects (external were dissatisfied with the job itself and thought of quitting the job quite often; employees who had high commitment had higher job satisfaction and moderating effects. The stressors strain relationships were significant in externals, and commitment buffered most of stressors-strain relationships.

Jex et al (2003) investigated relations between three work-related stressors (role ambiguity, role conflict, and organizational constraints) and altruistic behavior in the work place on the other hand relationships between role stressors (ambiguity, overload, and conflict, anxiety, commitment (affective and continuance) and turn over intention were examined by Glazer and Beehr (2005). Three role stressors were predicting anxiety and indirectly predict intention to leave. Anxiety was predict affective and continuance commitment intention to leave the organization.

Adams and Cowen (2004) and Stein (2001) have reported that occupational stress lowers productivity and has a negative effect on job satisfaction and organisational commitment.

Dragano, Verde, and Seigrust (2006) systematically studied separate and combined effects of organisational downsizing and work related stress on a measure of health in "survivors of layoff" results revealed that reduced health associated with organizational downsizing is partly attributable to an increase in work related stress these findings showed an additional synergy effect produced by the combined exposure to both conditions.

Lee (2007), Lambert and Paoline (2009), Omolara (2008), Boyas and Wind (2009) found a negative relationship between job stress and organizational commitment.

Khatibi, Asadi and Hamidi (2009) studied the relationship between job stress and organizational commitment in National Olympic and Paralympic Academy (NOPA) employees. Job stress questionnaire (JSQ) and organizational commitment questionnaire were used to gather the data. The results indicated a negative significant relationship between job stress and organizational commitment, affective commitment and normative commitment, but there was not a significant relationship between job stress and continuance commitment.

Wells et al. (2009) study showed a positive relationship between job stress and organizational commitment and a negative relationship between job stress and career commitment. Somers (2009) showed a significant relationship between job stress and affective commitment and normative commitment but no significant relationship between job stress and continuance commitment.

Idris (2010) conducted study outcomes of strain including cynicism, professional efficacy, and organizational commitment. This integrated model clarifies the impact of role stressors on strain and the impact of strain on cynicism, professional efficacy and organizational commitment on a study among academics in Malaysian public universities. A longitudinal survey was used. The result of the study indicated that role ambiguity account for the strongest direct effect on strain; strain had the strongest direct effect on cynicism. The path analysis revealed that the paths of role ambiguity, strain, cynicism, organizational commitment and turnover intention were a critical path of the model.

Kamel and Al-Hawajreh (2010). explored the relationship between occupational stress on organizational commitment among nurses in selected Jordanian hospitals. Findings of the present study revealed that organizational commitment was significantly negatively correlated to occupational stress.

Klassen and Chiu (2011) explored the occupational commitment and quitting intention of practicing and pre-service teachers. Results revealed that similar factors—self-efficacy, job stress, and teaching context—influence the occupational commitment and quitting intention of practicing and pre-service teachers. Pre-service teachers displayed higher levels of commitment and less overall stress than practicing teachers.

Chapter Three

METHODOLOGY

METHODOLOGY

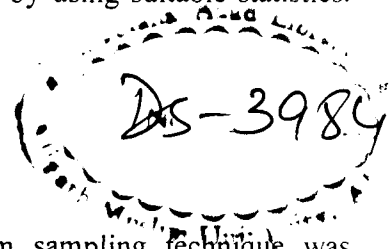
In any scientific research, methodology, followed plays a very significant and crucial role. Edwards (1971) “In research we do not haphazardly make observation of any or all kinds, but rather our attention is directed towards that observation that we believe to be relevant to the question we have previously formulated. The objective of research as recognized by all sciences is to use observation as a basis for answering questions of interest.”

Research fills the void of knowledge; hence consequently provide some new knowledge. In all researches, the objectivity of the investigation is contingent upon the accuracy of research methodology. The choice of methodology of research is determined by the nature of the problems because every specific research demands a particular process and operation to be undertaken for carrying out investigations. In carrying out any research, it is necessary to carefully adopt appropriate research design, selecting standardized tools, drawing sample through appropriate sample technique, adopting procedure for collecting data and analyzing data by using suitable statistics. Methodology includes the following:

Sample

For selecting appropriate sample, simple random sampling technique was adopted in conducting present investigation. It was an appropriate sampling technique that was warranted to be opted in the very context of present research problem.

For the present investigation the sample was randomly drawn from different departments of Aligarh Muslim University. The total sample of the present study comprised 200 teachers. In the process of sampling, care was taken that the sample



must include male and female teachers of these 200 teachers. There were: 126 males and 74 females.

Tools

In the present investigation the following psychological tests were used.

Occupational Stress Index: Srivastava and Singh (1981) developed the occupational stress index to measure the extent of stress in employees. The scale consists of 46 items with five alternative responses. Out of 46 items, 28 are “True keyed” and 18 are “False keyed”. The items relates to almost all relevant components of the job life which cause stress in some way or the others, such as Role Overload, Role Ambiguity, Role Conflict, Unreasonable Group & Political Pressure, Responsibility For Persons, Under Participation, Powerlessness, Poor Peer Relation, Intrinsic Impoverishment, Low Status, Strenuous Working Condition and Unprofitability. The reliability index ascertained by Split-half (odd even) method and Cronbach’s alpha coefficient for the scale were found to be .935 and .90.respectively.Validity of the occupational stress was determined by correlating scores on it with the scores on the measure of other organizational variables.

The items comprising the sub-scales are presented below.

ROLE OVERLOAD	1,13,25,36,44,46
ROLE AMBIGUITY	2,14,26,37
ROLE CONFLICT	3,15,27,38,45
POLITICAL PRESSURE	4,16,28,39
RESPONSIBILITY FOR PERSON	5,17,29
UNDERPARTICIPATION	6,18,30,40
POWERLESSNESS	7,19,31
POOR PEER RELATION	8,20,32,41
INTRINSIC IMPOVERISHMENT	9,21,33,42
LOW STATUS	10,22,34
SRANEIOUS WORKING CONDITION	12,24,35,43
UNPROFITABILITY	11,23

Each item is rated 1(strongly disagree) to 5(strongly agree). A place is provided against each statement for the respondents. Each statement is to be answered on 5 point scale. According to the Srivastava and Singh person with higher scores on this scale indicates the higher level of stress and the person with lower scores on this scales stands for lower level of stress. The person would be perceived as high level of occupational stress with regards to particular items. Thus a person is classified on a continuum from “more occupational stress” to “less occupational stress”. The scoring system for false keyed items was just reverse to the presented below:

1	Strongly disagree
2	Disagree
3	Undecided
4	Agree
5	Strongly Agree

Work Commitment Scale (WCS): In order to measure the level of employees work commitment investigator had used WCS scale developed by Shaukat and Ansari (1998). This questionnaire contained 15 items on the pattern of a likert type scale having 7 point response category (1 for minimum i.e. strongly disagree to 7 for maximum i.e. strongly agree) was administered on teachers. Item analysis of the scale was done by calculating coefficient and the obtained “C” converted in to Chi Square and on the basis of results all 15 items were found significantly related with the purpose even at .01 level of confidence. To ascertain its standardization split-half reliability was calculated and reliability coefficient (r) was found to be $r = .80$ which confirms high reliability. Further construct validity was calculated and validity coefficient was found r

=0.76, which was also found to be adequately high that too ascertains the validity of the scale.

Biographical Information Schedule (BIS): The BIS was also prepared by the researcher. It includes various demographic information of the respondents such as age, religion, sex, qualification, rural/urban, work experience, marital status, number of dependents.

Procedure

The subjects were tested individually. Subjects were also assured about the confidentiality of their responses and were requested to extend their cooperation. In order to facilitate the respondents understanding and prevalent confusion about the scale, instructions were clearly mentioned in the beginning of the scale. Each respondent on an average took 30 minutes time to fill questionnaires.

Statistical Analysis

Keeping in view of the objectives of present study and to test the hypothesis, Pearson Product Moment Correlation was used to examine the relationship between various dimensions of occupational stress and work commitment. The data were analyzed with the help of SPSS (Statistical Package for Social Sciences) 16.0 version.

Chapter Four

RESULTS, DISCUSSION, CONCLUSION AND SUGGESTIONS

RESULTS, DISCUSSION AND CONCLUSION

The purpose of the present investigation was to study the relationship between occupational stress and work commitment among university teachers. That is, the main objective was to see the relationship between various dimensions of occupational stress with the dimensions of work commitment among male and female teachers. Pearson product moment co-relation method was used to analyze the data.

Table 1: Indicating relationships between various dimensions of occupational stress and work commitment among male teachers.

Dimensions of Occupational Stress	Dimensions of Work Commitment		
	Affective Commitment	Continuance Commitment	Normative Commitment
Role overload	.009	-.119	-.126
Role Ambiguity	-.235**	-.187*	-.125
Role Conflict	-.324**	-.290**	-.122
Political Pressure	-.241**	-.056	-.049
Responsibility for Person	.189*	.088	.126
Under participation	-.269**	-.142	-.087
Powerlessness	-.141	-.041	-.144
Poor Peer Relation	-.090	.027	-.031
Intrinsic Impoverishment	-.202*	-.154	-.136
Low Status	-.353**	-.257**	-.246**
Strenuous Working Condition	-.324**	-.141	-.155
Unprofitability	-.023	-.065	-.038

It is evident from **Table-1** Role overload dimension of occupational stress has no significant relationship with dimensions of work commitment i.e. Affective, Continuance, and Normative among male teachers.

Role ambiguity-dimension of occupational stress showed significant inverse relationship with Affective ($r = -.235$, $p < 0.01$) and Continuance ($r = -.187$, $p < 0.05$) commitment dimensions of work commitment respectively. Role ambiguity arises when the individual is not clear about various expectations people have from his role. Role ambiguity may also be due to lack of information regarding role and its enactment to the role occupant. As the role ambiguity increased the work commitment decreased when employees were not having clear instructions regarding their role in the organization, the sense of attachment not developed with the organization. As in the case of continuance commitment when role given to the employees were not provided with clear instructions in the organization it's became difficult for employees to conform with norms of the organization. Results clearly showed that when the ambiguity regarding the role in the organization increased, continuance commitment simultaneously decreased.

The higher order expectations are associated with the male employee that is why; they feel more role ambiguity leading to the feeling of occupational stress. As the situation to play the role is more uncertain before them as compared to their female counterparts, the male teachers were found more stressful for role ambiguity in comparison to the female teachers. The findings indirectly lend support to the findings obtained by Keller (1975) and Walshok (1981). The results of the study of Walshok (1981) indicate that women are more satisfied with their jobs as compared to male. The low level of job satisfaction leads to the feeling of more stress (Keller, 1975). The male

teachers as compared to female teachers, being less satisfied with their job because of Role Ambiguity may feel more occupational stress.

From Table 1 it can be seen that Role Conflict dimension of occupational stress has significant inverse relationship with Affective ($r = -.324$, $p < 0.01$) and Continuance Commitment ($r = -.290$, $p < 0.01$). Significant relationship was not found between Role Conflict and Normative Commitment. Role Conflict is generated by different expectations by different significant persons about the same role; and the role occupant is ambivalent as to whom to please. It is clear from the findings that whenever there was conflict in the role of the employee in the organization, affective commitment decreased and simultaneously continuance in the same organization was not possible they had feeling that they can attain better benefits by switching their present job. They do not want to continue their job in the same organization.

The findings of the present investigation may be well supported by the findings of Singh (1988) who studied stress experience of 250 employees. He reported that those who experience higher stress have role conflict. Similarly, Alam, Garg and Zaffar (2005) conducted an empirical research to study the occupational stress. Results revealed that role conflict have emerged as most powerful stressor.

Results presented in Table 1 clearly indicated that Political Pressure has significant inverse relationship with Affective Commitment ($r = -.241$, $p < 0.01$). Significant relationships were not found between Political Pressure and Continuance, and Political Pressure and Normative Commitment-dimensions of work commitment. Political pressure was significantly related to the affective commitment-dimension of work commitment suggests that whenever political pressure increased in the organization, it became burden or source of stress for the employees. Consequently, it

became difficult for the employees to work in the same organization their attachment towards the organization tend to be decreased continuously and their commitment decreased. The results obtained in the present investigation revealed that employees wanted to work in the political free environment.

Responsibility for Persons-dimension of occupational stress has shown significant positive relationship with the Affective Commitment ($r = .189$, $p < 0.05$). By profession teachers are responsible persons. In the process of teaching the teachers have great responsibilities. His main duties are concerned with the career developments of the students and shaping their futures. Besides teaching in the classroom, a teacher is concerned with the results of the students as well as to control their behavior in order to make them an ideal person. These factors are directly related to the feeling of responsibility.

Responsibility for Person has shown significant positive relationship with affective commitment which suggests that whenever responsibilities are assigned to employees their attachment towards organization is more. In this context, it may be inferred that any responsibility assigned to the employee who is more productive for the organization has higher affective commitment compared to the other employees. Results for the present investigation may be supported by the findings obtained by Srivastava and Singh (1987). They obtained positive relationship between stress arising from responsibility for persons and psychological well-being.

Significant negative relationship was found between the scores obtained on Under Participation dimension of occupational stress and Affective Commitment ($r = -.269$, $p < 0.01$). Under participation referred to the low degree of involvement in the process of decision making. In some organizations co-operation of some employees are

sought in solving administrative and other problems. A large number of employees do not get opportunity to participate in the executive body in framing organization's course of action, even though they are capable of doing so. These employees developed feeling of under participation. This finding suggests that when employees are not given chance to participate in organization's activities they developed negative feeling as they are not asset for organization. Thus, they perceived as if they are not members of the organization and consequently their attachment to the organization is decreased.

Significant relationship was not found between Powerlessness and Poor Peer Relation –dimensions of occupational stress and Affective, Continuance and Normative Commitment dimensions of work commitment (cf. Table 1).

Significant negative relationship was found between Intrinsic Impoverishment-dimension of occupational stress and Affective, Commitment ($r = -.202$, $p < 0.05$). Significant relationships were not found between Intrinsic Impoverishment and Continuance, and Normative Commitment. The findings suggest that employees wanted ample opportunities to utilize their abilities and developing their attitudes and proficiency properly. They desire for a job which can enhance their social status and prestige. When they felt their desired are not fulfilled with their job, they compromise with poor quality of job and showed less attachment to the organization. The findings may be supported by the findings of Upadhyay and Singh (1999). That is, teachers experienced more stress on Intrinsic Impoverishment.

Significant negative relationships was found between Low Status dimension of occupational stress and Affective ($r = -.353$, $p < .01$), Continuance ($r = -.257$, $p < .01$) and Normative ($r = -.246$, $p < .01$) commitment dimensions of work commitment. Teachers have a need for maintaining a status and it works as a motivating force for them. If a

privileged status is not given to them where they work, their poor status in organization not only influences their commitment rather it decrease their Affective, Continuance, Normative Commitment.

Significant inverse relationship was found between Strenuous Working Condition and Affective Commitment ($r = -.324$, $p < 0.01$). There were not significant relationships between Strenuous Working Condition and Continuance and Normative Commitment dimensions of work commitment. Teaching in the classroom and to adjust with varying demands of students may be strenuous for the teachers. Sometimes risky and complicated tasks assigned to them which also produced stress. If the conditions related to their occupations in which they worked are not appropriate to them they felt stressed. The strenuous and tiring working conditions not only hampers the functioning of the employee but also decreased their attachment towards the organization.

There was no significant relationship between Unprofitability and any of the dimensions of work commitment. Findings of the present study may be supported by the findings obtained by Van Zyl and Buitendach (2004) they obtained that stressors in the education profession may lead to low organizational commitment lacks decision making, Role Conflict, Role Ambiguity, Role Overload, Responsibility for others, clashes with supervisors.

Table 2: Indicating relationship between various dimensions of occupational stress and work commitment among female teachers.

Dimensions of Occupational Stress	Dimensions of Work Commitment		
	Affective Commitment	Continuance Commitment	Normative Commitment
Role overload	.021	.115	.117
Role Ambiguity	-.199	-.192	-.267*
Role Conflict	-.233*	-.029	-.099
Political Pressure	.019	.071	.024
Responsibility for Person	.261*	.113	.318**
Under participation	-.320**	-.082	-.317**
Powerlessness	-.305**	-.272*	-.366**
Poor Peer Relation	-.398**	-.308**	-.392**
Intrinsic Impoverishment	-.249*	-.316**	-.229*
Low Status	-.382**	-.204	-.382**
Strenuous Working Condition	-.183	-.101	-.181
Unprofitability	-.016	-.173	-.224

It is evident from Table-2 Role Overload dimension of occupational stress has no significant relationship with dimensions of work commitment i.e. Affective, Continuance, & Normative commitment among female teachers.

Role Ambiguity-dimension of occupational stress showed significant inverse relationship with Normative commitment ($r = -.267$, $p < .05$). Results suggest that negative relationship existed between Role Ambiguity and the dimension of work commitment i.e. Normative Commitment

Role Ambiguity aroused when there is lack of clarity about the expectations. Ambiguity arouse out of lack of information or understanding. It may exist in relation to activities, responsibilities, personal styles and norms. The inverse relationship which was obtained by this investigation emphasized that as the role ambiguity increased the work commitment decreased. When there is lack of clear instructions regarding the role of the employee in the organization her overall commitment decreased. Consequently, they may think to switch to another organization for the job where they can have a better status and a better career. or, they may have no feeling of appreciation towards the organization.

As can be seen from Table-2, there were no significant relationship exist between Role Conflict dimension of occupational stress and Continuance, and Normative Commitment. Where as, significant negative relationship was found between Role Conflict and Affective Commitment ($r = -.233$, $p < 0.05$) among female subjects.

Principals, colleagues and friends have different expectations from female employees in terms of their roles. In an organizational setting, they are expected to play various roles and certain values and restrictions are also placed on them because of

certain social traditions and norms, that is why, they feel more role conflict which resulted in less affection towards organization and less affective commitment. Present results may be supported by findings of Ushasree and Jamuna (1990). Their findings revealed that women teachers in general schools were found to experience greater role conflict and had poor attitudes towards students. Further support received from the findings of P.K. Mishra (1996), female teachers experienced more stress in the area of role conflict as compared to male teachers.

Responsibility for Person-dimension of occupational stress has shown significant inverse relationship with the Affective Commitment ($r = -.261$, $p < 0.05$) and Normative Commitment ($r = -.318$, $p < 0.01$). Cooper and Marshall (1976) in their study found that responsibilities for person are a potential stressor. Increase responsibilities for teachers frequently refer that one has to spend time on attending meetings, interacting with others, maintaining or co-coordinating various conferences, seminars workshops, deal with research publications and projects. These factors lead to the more feeling for the responsibilities for persons. It can be observed here that the demands of the situations are exceeding the resources of the system available to the teachers. Whatsoever, is expected from a teacher, the resources available to her are quite less than the expectations. It becomes a source of stress only when the focal person appraises it as to exceed his capability to deal with it (Lazarus & Lunier, 1978; Lazarus & Folkman, 1984) summing with all these responsibilities are stressful experience among female subjects.

Previous studies show that feeling for 'responsibilities for persons' are potential stressors. Teachers may face a number of obligations to work in a specified time limit. The responsibilities for persons include more interaction with other and maintaining coordination which may lead to feeling of stress. The finding lends supports to the

finding of Cooper and Marshall (1976) in which they observed a link between the physical stress and the level of responsibility for persons. Further support may be provided by the findings of Lu, Luo et al (2000) where it was reported that responsibility were important predictors of strain.

Scores obtained on Under Participation dimension of occupational stress was found to be significantly negatively correlated with Affective Commitment ($r = -.320$, $p < 0.01$) and Normative Commitment ($r = -.317$, $p < 0.01$). When a person is less involved in the process of decision making regarding the activities and policies of organization and her co-operation was not sought in framing the important strategy of organization and in solving the administrative and other problems, these employees may have a feeling of Under Participation. It is generally observed that males are more involved in the process of decision making where as females are given due importance to participate in course of action. Sometimes, it also happens that the functions were performed by someone else and credit given to those persons who were involved in the process of decision making. Such situations lead to the Role erosion which is a potential stressor (e.g. Pareek, 1981).

Powerlessness dimension of occupational stress has significant inverse relationship with all the dimensions of work commitment i.e. Affective, Continuance, Normative ($r = -.305$, $p < 0.01$, $r = -.272$, $p < 0.05$, $r = -.366$, $p < 0.01$) respectively. When a teacher works for an organization, she aspires to exercise certain control or power in forming the decisions which are related to her job; if certain power sanctioned to her she felt empowered and expand her attachment to work for the organization; she develops strong desire to maintain her membership in the present organization; and consequently she feel it's her obligation to work for the organization. The results obtained in the present investigation showed that as the powerlessness of the female

employees increase their overall commitment decrease. They have neither feeling of attachment nor they have feeling to quit the organization. They feel that by switching from their present position to another job may provide more authority and power.

According to Srivastava and Singh (1981) feeling of Powerlessness is a major source of occupational stress. Glass and Mcknight (1996) found that the inability to exercise control in the work place ('uncontrollability') contributes to negative psychological states. Makin, Cooper and Cox (2003) explain those individuals who perceive that they can control their environment are less likely to suffer stress than those who do not.

Poor Peer Relation showed significant inverse relationship with the dimensions of work commitment i.e. Affective Commitment ($r = -.398$, $p < 0.01$) Continuance Commitment ($r = -.308$, $p < 0.01$) Normative Commitment ($r = -.366$, $p < 0.01$). These findings suggest that Poor Peer Relation plays a decisive role in determining the commitment of employees. People wanted to work in an amiable and vivacious atmosphere. Mutual cooperation where people had good understanding with their colleagues helps them to reduce their stress and augment their commitment towards their organizations. The Poor Peer Relations may also be interpreted in terms of the relation of job satisfaction with occupational stress. People who are less satisfied with their job which in turn may lead to the Poor Peer Relation (Jagdish, 1984; Srivastava & Jagdish, 1986). It may be inferred from the results presented in Table-2 as the poor peer relations increased over all commitment of female teachers decreased. Teachers who have lesser Affective Commitment mean they have less attachment towards organization. Teachers who had less Continuance Commitment means they want switch their job if they have better cordial and sociable atmosphere where they can work productively. Less Normative Commitment means they have less dedication towards

the organization. Present findings may be well supported by the findings of Kyriacou (2001), Griffith at al (1999). Conflict with colleague is the major sources of stress reported by teachers. Robinson and Griffiths (2005) concluded that sources of change increase work load, ambiguity, and interpersonal conflict.

Significant negative coefficients were found between Intrinsic Impoverishment and Affective Commitment ($r = -.249$, $p < 0.05$), Continuance Commitment ($r = -.316$, $p < 0.01$) and Normative Commitment ($r = -.229$, $p < 0.05$). The findings of the present investigation revealed that when employees are not given appropriate opportunity to utilize their abilities and developing their attitude and proficiency accurately their sense of well-being and their positivity decreased. When these adequate resources were not given to the employees their overall commitment decreased. They may have no sense of attachment for the organization. They search for other organization where they have adequate resources and a high status. Their feeling of remaining in the organization diminished.

Low status dimension of occupational stress has significant inverse relationship with Affective Commitment ($r = -.382$, $p < 0.01$) and Normative Commitment ($r = -.382$, $p < 0.01$). People in general give due importance to high status and respectable jobs. If they have given a high and privileged status, it resulted in enhancement of commitment towards the organization. In the present case, if their status were low their work commitment decrease on the dimensions of Affective, Commitment and Normative, it implies that employees had less affection towards the organization and less abided towards the organization.

Table 2 revealed that Unprofitability had significant inverse relationship with Normative Commitment ($r = -.224$, $p < 0.05$). Feeling of stress due to unprofitability took

place when the person felt excessively hectic with official work and, not able to spare sufficient time to the domestic work and personal problems and the person assigned risky and complicated tasks. Persons have feeling of unprofitability when they felt that their salary is lesser than the quantum of their labor and they were not being benefitted by hard working in the organization. It is the general phenomenon that sometime in any organizational setting employees required to stay for long hours when need arises.

Conclusions:

From the above discussion it can be concluded that examining occupational stress and its relationship with work commitment particularly in the context of university teachers is an important area for research. Occupational stress plays a significant role in determining the work commitment of teachers.

Findings of the present study have led to certain conclusions.

- Role Ambiguity has significant negative relationship with Affective & Continuance commitment among male subjects.
- Role conflict has significant negative relationship with Affective & Continuance commitment among male subjects.
- Political pressure has significant negative relationship with Affective commitment among male subjects.
- Responsibility for person has significant positive relationship with Affective commitment among male subjects.
- Under participation has significant negative relationship with Affective commitment among male subjects.
- Intrinsic impoverishment has significant negative relationship with Affective commitment among male subjects.

- Low Status has significant negative relationship with Affective, Continuance & normative commitment among male subjects.
- Strenuous Working Condition has significant negative relationship with Affective commitment among male subjects.
- Role Ambiguity has significant negative relationship with Affective, Continuance & normative commitment among female subjects.
- Responsibility for person has significant negative relationship with Affective & Normative commitment among female subjects.
- Under participation has significant negative relationship with Affective & Normative commitment among female subjects.
- Powerlessness has significant negative relationship with Affective, Continuance & normative commitment among female subjects.
- Poor Peer Relations has significant negative relationship with Affective, Continuance & normative commitment among female subjects.
- Low status has significant negative relationship with Affective & Normative commitment among female subjects.
- Unprofitability has significant negative relationship with Normative commitment among female subjects.

Suggestions for Future Research

No research is ever complete in itself. It gives way to further researches. This is true with this investigation also. The investigator feels that further research in this field should include the following suggestions.

- Interventions should be provided to focus on the stressors and aims to modify the organizational environment. This may involve changes in the educational

organization (for example, teaching methods or jobs may need to be redesigned to reduce stressors). The second aim is to enhance the level of awareness among teachers how to manage occupational stress through stress management techniques.

- Considering the available studies on occupational stress, researchers should identify different aspects of the job which are particularly stressful and what could be done to make them more interesting and less stressful.
- Further research should focus on the work ability index and work commitment of employees.

References

REFERENCES

- Adams, T.B., & Cowen, V.S. (2004). Health risk factors and absenteeism among university employees. *American Journal of Health Studies*, 19, 129-137.
- Agarwala, U.N., Malhan, N.K. & Singh, B. (1979). Some classifications of stress and its application at work. *Indian Journal of Industrial Relations*, 15 (1), 41-50.
- Ahmad, A. & Ansari, M.F. (1998). Organizational Commitment among Flourmill Workers: A comparative study of owners and blue-collar workers. *Social Science International*, 15 (2), 31-38.
- Ahmad, H. (1998). Stress and disease. In Q. Hasan (Ed.), *Applied Psychology: Indian Perspective*. 105-117. New Delhi.
- Ahsan, N., Abdullah, Z., David Yong, G.F. & Alam S. (2009). A Study of Job Stress on Job Satisfaction among University Staff in Malaysia: Empirical Study. *European Journal of Social Sciences*, 8 (1).
- Akerstedt, T. & Knutsson, A. (1995). Shiftwork. In B.S. Levy D.H. Wegman (Eds), *Occupational Health: Recognition and preventing work related diseases*. Boston: little Brown and cog.
- A.Khatibi, H. Asadi & M. Hamidi, (2009) *World Journal of Sport Sciences* 2 (4), 272-278.
- Akhtar, S. & Vadra, P. (1990). *A comparative study of extra organizational stress among women teachers and nursing staff*. Paper presented at the 27th Annual Conference of IAAP, Aligarh Muslim University, Aligarh.
- Alam, S., Garg, R. & Zafaar, A. (2005). Occupational stress: A Study of Bank Employees. *Recent trends in Human stress management*, 91-96.
- Alexander, F. (1950). *Psychometric Medicine: Its Principles and Application*. New York: Ronald Press.
- Allen, N.J. & Meyer, J.P. (1993). Organizational Commitment: evidence of career stage effects? Special Issue: Loyalty in a multi-commitment world. *Journal of Business Research*, 26(1), 9-61.

- Allen, R.D. & Fry, F.I. (1987). An investigation of sex as a moderator of the relationship between occupational stress and perceived organizational effectiveness in the formal groups. *Journal of Behaviour Economics*.
- Allen, R.D., Hitt, M.A., & Greer, C.R. (1982). Occupational stress and perceived organizational effectiveness in formal groups: An examination of stress level and stress type. *Personnel Psychology*, 35:359-70.
- Angle, Harold L. & Lawson, Marian B. (1994). Organizational Commitment and employees performance rating, both types of commitment and type of performance count. *Psychological Reports*, 75(3), 27, 1539-1551.
- Austin, Vicky, Shah, Surya & Muncer Steven, (2005). *Teachers Stress and Coping Strategies Used to Reduce Stress*, *Occupational Therapy International* 12(2), 63-80.
- Ayeni, C.O., & Phopoola, S.O. (2007). Work motivation, job satisfaction and organizational commitment of library personnel in Academic and Research Libraries in Oyo State, Nigeria, *Library Philosophy and Practice*.
- Back, K.W. & Bogdonoff, M.D. (1967). Buffer conditions in experimental stress. *Behavioural Science*, 12, 384-390.
- Barkhuizen, N., & Rothmann, S. (2008). Occupational stress of academic staff in South African higher education institutions. *South African Journal of Psychology*, 38, 321-336.
- Bason, C.J. (1998). Potential source of work related stress for the educational psychologists in the Republic of South Africa. *School and Psychology International*, 9 (3), 203-211.
- Basowitz, H., Persky, H., Korchin, S.J., & Grinker, R.R. (1958). Anxiety in a life stress. *Journal of Psychology*, 38, 503-10.
- Becker, H.S (1960). Notes on the concept of commitment, *American Journal of Sociology*, 27, 95-112.

- Becker, T.F., Randall, D.M. & Reigal, C.D (1995). The Multidimensional view of commitment and the theory of reasoned action: A comparative evaluation *Journal of Management*, 21(4), 617-638.
- Beehr, T.A. & Bhagat, R.S. (1985). Introduction to human stress and cognition in organizations. In T.A. Beehr & R.S. Bhagat (Eds.), *Human Stress and cognition in Organizations: An Integrated Perspective*. New York: John Wiley & Sons.
- Beehr, T.A. (1976). Percieved situational moderators of relationship between subjective role ambiguity and role strain. *Journal of Applied Psychology*, 61, 35-40.
- Beehr, T.A., & Frang, T.M., (1987). The current decade about the meaning of job stress. In J.M. Ivancevich & D.C. Ganster (Eds.), *job stress: from theory to suggestions*. New York: Haworth Press.
- Beehr, T.A., & Newman, J.E.,(1978). Job stress, employee health, and organizational effectiveness: A facet analysis, model and literature review. *Personnel Psychology*, 31, 665-69.
- Beena, C. & Poduval, P.R. (1991). Gender differences in work stress of executives. *Psychological Studies*, 37 (2-3), 109-113.
- Betoret, Fernando & Domenech, (2006). Stressors, self-efficacy, coping resources, and burnout among secondary school teachers in Spain, *Educational Psychology* 26 519-539.
- Bhaskar, S. (1986). *Investigation in to relation between job stress and personality factors among police officers and constables*. Unpublished Ph.D. thesis. University of Delhi, Delhi.
- Bishop, J.W. ,Scott, K.D & Burroughs, S.M (2000). Support, commitment, and employee outcomes in a team environment, *Journal of Management*, 26(6). 1113-1132.
- Blau, Gary & Lunz, Mary. (1998). Testing the incremental effect of Professional Commitment on intent to leave one's profession beyond the effects of external, personal and work related variable, *Journal of Vocational Behavior*, 52(2), 260-269.

- Bourbonnais, R., Comeau, M., & Vezina, M. (1999). Job strain and evolution of mental health among nurses. *Journal of Occupational Health Psychology*, 4, 95-107.
- Boyas, J. and L.H., Wind, (2009). Employment-based social capital, job stress and employee burnout: A public child welfare employee structural model, *Children and Youth Services Review* J. Available in Elsevier.
- Brief, A R., & Aldag, R.J. (1976). Some correlates of work values. *Journal of Applied Psychology*, 60, 757-760.
- Brief, A.R., Schuler, R.S., & Vansell, M. (1981). *Managing stress*. Boston: Little Brown.
- Brown, M.E. (1969). Identification and some conditions of involvement. *Administrative Science Quarterly*, 13, 346-355.
- Brown Randell, B. (1996). Organizational Commitment: clarifying the concept and simplifying the existing construct typology. *Journal of Vocational Behaviour*, 49(3), 230-251.
- Brown, S.P., Jones .E. & Leigh, T.W. (2005). The Attenuating Effect of Role Overload on Relationships Linking Self-Efficacy and Goal level to work performance. *Journal of Applied Psychology* , 90 (5), 972-979.
- Buchanan, B. (1974). Building Organizational Commitment: the socialization of managers in work organizations. *Academy of Management journal*. 19, 533-546.
- Cannings. & Kathleen (1992). The voice of the loyal managers: Distinguishing attachment from commitment. Special issue: Research on Hirschman's exit, voice and loyalty model. *Employee Responsibilities and Rights Journal*, 5(3). 261-272.
- Cannon, W.B., (1914). Stresses and strains of homeostasis. *American Journal of Medical Sciences*

- Cannon, W.B., (1914). The interrelations of emotions as suggested by recent physiological researches. *American Journal of Psychology*. 25: 211-19.
- Cannon, W.B. (1929). Bodily changes in pain, hunger, fear, and rage. Boston MA : CT. Branford.
- Cannon, W.B., (1935). Stresses and strains of homeostasis. *American Journal of Medical sciences*. 189: 1-14.
- Caplan, R.D., Coob, S., French. J.R.P (1975). Relationships of cessation of smoking with job stress, personality and social support, *Journal of Applied psychology*. 20, 63-86.
- Caplan, R.D. & Jones, K.W. (1975). Effects of work loads, role ambiguity, and type A personality on anxiety, depression and heart rate. *Journal of Applied Psychology*, 60: 713-719.
- Carmeli, .A. & Gafen, .D. (2005). The relationship between work commitment models and employee withdrawal intentions. *Journal of Management Psychology*. 20(2), 63-86.
- Casper, W.J., Martin, J.A., Buffardi, L.C. & Erdwins,.C.J. (2002). "Work family conflict, perceived organizational support, and organizational support, and organizational commitment among employed mothers. *Journal of Occupational Health Psychology*, 108.
- Chan, K.B. et al (2000).work stress among six professional groups: The Singapore Experience, *Social Science & Medicine* , 50(10), 1415-1432.
- Christopher, O., (1982). Type A personality as a moderator effect of role conflict, role ambiguity and role overload on individual strain. *Journal of Human Stress*, 8: 8-14.
- Cohen, Aaron (1992). Antecedents of organizational commitment across occupational groups: A meta-analysis. *Journal of Organizational Behavioural*, 13,(6), 539-558.

- Cohen, Aaron. (1998). An examination of the relationship between work commitment and work outcomes among hospitals Nurses, *Scandinavian Journal of Management*, 14(1-2), 1-17.
- Cooper, C.L. (1981). *The stress check*. New Jersey; Prentice Hall Inc.
- Cooper, C.L., & Marshall, J., (1976). Occupational sources of stress: A review of the literature relating to coronary heart disease and mental ill health. *Journal of Occupational Psychology*. 49: 11-28.
- Cottrell, S. (2001). Occupational stress and job satisfaction in mental health nursing: Focused interventions through evidence-based assessment. *Journal of Psychiatric and Mental Health Nursing*, 8, 157-164.
- Cox, T., (1978). *Stress*. London: MacMillon Press Ltd.
- Crown, S. & Gisp, A.H. (1966). A short clinical diagnostic self rating scale for Psychoneurotic patients: The Middlesex Hospital Questionnaire. *British Journal of Psychiatry*, 112, 917-923.
- Culbreth, John R.; Scarborough, Janna L.; Banks Johnson, Angela & Solomon, Stacey, (2006). Role stress among practising school counselors. Counselor education and supervision. 45(1), 58-71.
- Cunningham, G.B. (2006). The relationship among commitment to change, coping with change, and turnover intentions, *European Journal of Work and Organizational Psychology*. 15(1), 29-45.
- Daniels, K., & Guppy, A. (1994). Occupational stress, social support, job control, and psychological well being. *Human Relations*, 47, 1523-1544.
- Dewe, P. & Trenberth, .L. (2004). Work Stress and coping: Drawing together research and practice. *British journal of Guidance and Counselling*, 32(2), 143-156.
- Donald, Ian; Taylor, Paul; Johnson, Sheena; Cooper, Cary et al. (2006). Work environments, stress and productivity: An examination using ASSET. *International Journal of Stress Management*. 12(4), 409-423.

- Dorman, C. & Zapf, D. (1999). Social support, social stressors at work, and depressive symptoms: Testing for main and moderating effects with structural equations in a three wave longitudinal study. *Journal of Applied Psychology*, 84 (6), 874-884.
- Dragano, Nico; Verde, Pabblo Emilio & Seigrist, Johannes. (2006). Organizational downsizing and work stress: Testing synergistic health effects in employed men and women. *Journal of Epidemiology & Community Health*. 59(8), 694-699.
- Dunbar, H.F., (1947). *Mind and Body*. New York: Random House.
- Edward, A.L. (1971). *Experiment Design in Psychological Research* (Third ed.) New York, Amerind Publishing Co. Pvt. Ltd.
- Endler, N.S. (1975). A person-situation interaction model of anxiety. In C.D. Spielberger & I.G. Sarason (Eds.), *Stress and Anxiety* 1. Washington, DC: Hemisphere.
- Etzoini, .A. (1961). *Modern Organizations* Eaglewood Cliffs, N.J Prentice Hall.
- Fako, T. Thado. (2010) Occupational Stress Among University Employees in Botswana *European Journal of Social Sciences* – 15, (3).
- Faragher, E.B., Cooper, C.L., & Cartwright, S. (2004). A shortened stress evaluation tool (ASSET). *Stress and Health*, 20, 189-201.
- Fernandes, C. & Murthy, V. (1989). A study of job related stress and burnout in middle and secondary school teachers. Unpublished Manuscripts.
- Finegan, J.E. (2000). The impact of person and organizational commitment. *Journal of Applied Psychology*, 73 (20), 149-169.
- Fleming, R., Baum, A., & Singer, J.E. (1984). Toward an integrative approach to the study of stress. *Journal of Personality and Social Psychology*, 46, 939-949.
- Francesco, A.M. & chen, Z.X. (2004). Collectivism in action its moderating effects on the relationship between organizational commitment and employee performance in China. *Group & Organization Management*, 29(4), 425-441.

- Fredor, D.B., Caldwell, S. & Herold, D.M. (2006). The effect of organizational changes of employee commitment: A multilevel investigation. *Personnel Psychology*, 59(1), 1-29.
- French J.R.P., & Caplan, R.D. (1973). Organizational stress and individual strain. In Marrow SJ (Ed.) *The Failure of Success*, NY: AMCOM, 30-66.
- French, J.R.P. Jr, Rodgers. W., & Cobb. S., (1974). Adjustment as person-environment fit. In Coelho, G.V., Hamburg, D.A., & Adams, J.E. (Eds.), *Coping and Adaptation*, New York: Basic Books.
- Friedman, M., & Rosenman R., (1974). *Type A Behaviour and your heart*. New York: Knoof.
- Fukani. C.V & Larson, E.W. (1984). Commitment to the company and Union. Parallel Models. *Journal of Applied Psychology*, 69(3), 367-371.
- Galloway, D. (1984). Mental health, absence from work, stress and satisfaction in a sample of New Zealand primary school teachers, *Australia & New Zealand journal of Psychiatry*. 18:359-63.
- Ganeshan, V. & Johnson, C.G. (1992). Occupational stress Health. Paper presented at 29th annual Confrence of the IAAP, S.V. University, Tirupati, India.
- Gavin, J.F. & Axelrod, W.L. (1977). Managerial stress and strain in a mining organization. *Journal of Vocational Behavior*, 11(1), 66-74.
- Glass. D., & Mcknight, J.D. (1996). Percieved control, depressive symptomatology, and professional burnout: A review of the evidence. *Psychology and Health*, 11, 23-48.
- Golderher, Linda M .; Swanson, Naomi G.; Hurrell, Joseph J. Jr; Ruder, Avima et al. (1998). Stressors and adverse outcomes for female constructions workers. *Journal of Occupational Health Psychology*. 3(1), 19-32.
- Gupta, A., (1999). Moderating effect of job attribution on the relationship of role stress and job behaviour and health. Doctoral dissertation. Banaras Hindu University.

- Gupta, A. & Beehr, T.A. (1979). Job Stress and Employee Behaviour *Organizational Behaviour and Human Performance* 23 (3), 373-387.
- Hall, D.T. & Gordon, B. (1973). A model of coping with role conflict: The role behaviour of college educated women. *Administrative Science Quarterly*, 17, 471-486.
- Hall, D.T., Schneider, B. & Nygren, H.J. (1970). Personal factor in organizational identification. *Administrative Science Quarterly*, 15, 176-189.
- Hanmer, W.C. & Tosi, H.L. (1974). Relationship of role conflict and role ambiguity to job involvement measures. *Journal of Applied Psychology*, 59, 497-449.
- Harrison, R.V., (1976). Job stress and person-environment misfit. A symposium presented at the 84th Annual Convention of the American Psychological Association, Sept.
- Heffner, S., & Pentsch, J.R. (2001). Organizational commitment and social interaction: A multiple constituencies approach. *Journal of Vocational Behaviour*, 59(3), 471-490.
- Heinzman, J.J (2005). The relationship of age, tenure and job satisfaction to Organizational Commitment: A study of two mid western firms. *Dissertation Abstracts International Section B: The Science and Engineering*, 65(9-B), 48-82.
- Hendel, D.D., & Horn, A.S. (2008). The relationship between academic life conditions and perceived sources of faculty stress over time. *Journal of Human Behavior in the Social Environment*, 17, 61-88.
- Glazer, S. & Beehr, T.A. (2005). Consistency of implications of three role stressors across four countries. *Journal of Organizational Behaviour*, 26(5), 467-487.
- Hochwarter, W.A. (2003). The interactive effects of Pro-political behaviour and politics perception on job satisfaction and affective commitment. *Journal of Applied Social Psychology*, 33(7), 1360-1378.

- Hoge, T. & Bussing, A. (2004). The impact of sense of coherence and Negative Affectivity on the work stressor-strain relationship. *Journal of Occupational Health Psychology*, 9 (3), 195-205.
- Huebner, E. Scott & Mills, Lane B. (1998). Another look at Occupational stressors among school psychologist. 18(4), 359-374.
- Idris, K. (2010) *International Journal of Economics and Management*. 4(1): 137–154.
- Ivancevich, J.M., & Matteson, M.T., (1980). *Stress and Work: A Managerial Perspective*. Glenview, IL: Scott Foresman.
- Ivancevich, J.M.; & Matteson, M.T. (1987). Organizational level Stress management interventions. In J.M. Ivancevich (Ed.). *Job Stress: From Theory to Suggestions*. New York. The Hawarth Press.
- Jagdish, (1983). *An investigation in to the relationship of perceived occupational stress with job satisfaction and mental health of first level supervisors*. Doctoral dissertation. Banaras Hindu University.
- Jagdish & Srivastava, A.K. (1983). Construction and standardisation of a mental health inventory: A pilot study. *Perspectives in Psychological Researches*, 6 (1), 35-37.
- Jamal, M., (1984). Job stress and job performance controversy: An empirical assessment. *Organizational Behaviour & Human Performance*. 32:1-21. . 189: 1-14.
- Jex, S.M. Adams Gary A. & Ehler M. (2002). Assessing the role of negative affectivity in occupational stress research: Does gender make a difference? [PA 89:31764] *Gender, Work Stress and Health*, Nelson, Debra L. & Burke Ronald J. (Eds.) American Psychological Association.
- Kahn , R.L., & Quinn, R.P., (1970). Role stress: A framework for analysis. In A. McLean (Ed), *Mental Health and Work Organization*. Chicago: Rand McNally.
- Kahn, R.L., Wolfe, D.M. Quinn, R.R., Sonek, J.D., & Rosenthal, R.A., (1964). *Organizational Stress: Studies in Role Conflict and Ambiguity*. New York: Wiley.

- Kamel M. Al-Hawajreh Petra University (2010), *Department of Business Administration*.
- Kanter, R.M. (1968). Commitment and social organization: A study of Commitment Mechanisms in Utopian Countries, *American Sociological Review*, 33, 499-517.
- Kar, N. Dutta, S. & Kar, G.G. (1996). Injuries of shift work. *Industrial Psychiatry journal*, 8, 1-7.
- Karasek, R. & Theorell T. (1992). *Healthy work stress productivity and the reconstruction of working Life*. New York: Basic Books.
- Katz, D., & Kahn, D., (1966). *The Social Psychology of Organizations*. New York Wiley.
- Katz, D. & Kahn, R. (1978). *The Social Psychology of Organizations*. New York: Wiley.
- Keisler, C.A. (1971). *The Psychology of Commitment: Experiments linking behaviour to belief*, New York, Academic Press.
- Keller, L.M. (1975), Work values, Genetic and environmental influences. *Journal of Applied Psychology*, 77, 70-89.
- Kelman, H.C. (1958). Compliance, identification and internalization: Three process of attitude change. *Journal of Conflict Resolution*, 2, 51-60.
- Khanna, B.B. (1985). *Relationship between organizational climate and organizational role stress and their impact upon organizational effectiveness—a case study*. Unpublished PhD thesis, Banaras Hindu University, Varanasi.
- Kinman, Gail. (2001). Pressure points: A review of stressors and strains in UK academics. *Educational Psychology*, 21, 474-492.
- Klassen, R. & Chiu, M.M. (2011). *Contemporary Educational Psychology*.
- Kobasa, S.C. (1979). Personality and resistance to illness. *American Journal of Community Psychology*, 21, 595-598.

- Kyriacou, C. (2001) Teacher stress: Directions for future research, *Educational Review* 53, 27–35.
- Lambert, E. & A. Paoline, (2008). The Influence of Individual, Job and Organizational Characteristics on Correctional Staff Job Stress, Job Satisfaction and Organizational Commitment, *Criminal Justice Review*, (33)4: 541-564.
- Lawrence, P.R. (1958). The changing of organizational behaviour patterns: A case study of decentralization. Boston: Harvard Business School.
- Lazarus, R.S., (1966). *Psychological Stress and the Coping Process*. New York: McGraw Hill.
- Lazarus, R.S. (1980). The stress and coping paradigm. In L. Band & J. Rosen (Eds.), *Competence and coping during adulthood*. Hanover, N.H.: University Press of New England, 28-74.
- Lazarus, R.S. & Cohen, J.B. (1977). Environmental Stress. In I. Altman & J.F. Wohlwill (Eds.). *Human Behaviour and the Environment: Current Theory and Research* (2) New York: Plenum Press.
- Lazarus, R.S., & Folkman, S., (1984). Coping and adaptation. In W.D. Certry (Ed.). *Handbook of Behavioural Medicine*, 282-325. N.Y.: Guilford.
- Lee, J.A., (2007). Organizational justice: A mediated model from individual well-being and social exchange theory perspectives, A dissertation for the degree of Doctor of Philosophy, TOURO University International.
- Leong, C.S.; Furnham, A & Cooper, C.L. (1966). The moderating effects of Organizational Commitment on the occupational stress outcome relationship. *Human Relations*, 49(10), 1345-1363.
- Lewin, K. (1935). A dynamic theory of personality. New York: McGraw Hill.
- Lindorff, M. (2000). Is it better to perceive than to receive? Social support, stress and strain for managers. *Health & Medicine*, 5, 271-286.
- Lok, P. & Crawford J. (2001). Antecedents of Organizational commitment and the mediating role of job satisfaction. *Journal of Managerial Psychology*, 16(8), 594-613.

- Luthans, F., Wahl, L.V.K. & Steinhaus, C.S. (1992). The importance of social support for employee commitment. *Organizational Development Journal*, Winter. 1-10.
- Makin, P.J., Cooper, C.L. & Cox, C. (2003). *Organizational and the psychological contract: Managing people at work*. Leicester: British Psychological Society Books.
- Margolis, B.L., Kores, W.H., & Quinn, R.P. (1974). Job stress An unlisted occupational hazard, *Journal of Occupational Medicine*, 16: 654-61.
- Marshall, J. & Cooper, C.L. (1979). *Executive under pressure: A Psychological study*. New York: Praeger Publishers.
- Mason, J.W. (1975). A historical view of stress feild. *Journal of Human Stress*, March, 6-12.
- Mathew, V.J. (1967). Job stress of a creative manager. FPM written comprehensive examination paper, OB area, Indian Institute of management, Ahmedabad.
- McCaul. Harriette, S., Hinz, Verlin, B. & McCaul, Kelvin D. (1995). Assesing organizational commitment: An employee's global attitude toward the organization. *Journal of Applied Behavioural Science*, 31(1), 80-90.
- McDonough, P. (2000). Job Insecurity and health. *International Journal of Health Services*, 30, 453-476.
- McGrath, J.E., (1976). Stress and behaviour in organizations. In M.D. Dunnette (Ed), *Handbook of Industrial and Organizational Psychology*, Chicago: Rand McNally.
- McLean, A. (1974). Occupational stress and strain springfeild, illusions: Thomas.
- Mechanic, D. (1962). Student Under Stress: *A study in the social psychology of adaptation*. New York: Free Press.
- Meyer, J.P. & Allen, N.J. (1991). A three concept conceptualization of organizational commitment. *Human Resource Management Review*, 1, 61-89.

- Meyer, John, P., Irving, P.G. Allen, J. & Topolnytsky, Laryssa. (1998). Examination of the combined effects of work experiences on organizational commitment. *Journal of Organizational Behaviour*, 19(1), 29-52.
- Michailidis, Maria & Asimenos, Andreas. (2002). Occupational stress as it relates to higher education, individuals and organizations. *Journal of Prevention, Assessment and Rehabilitation*, 19,(2), 137-147.[20]
- Mishra, M. (1997). *Assertiveness and role stress in police officers*. Unpublished M.A. dissertation, Department of Psychology, Lucknow University, Lucknow.
- Mishra P.K. (1996). Motivational climate, role stress and coping strategies of air traffic controllers. Unpublished Ph.D. thesis University of Delhi, Delhi.
- Mishra, & Patnayak, B. (1996). A study on organizational commitment in a public sector undertaking. *Social Science International*, 11(1-2), 44-50.
- Mishra, P.C. (1995). *Job related stress as related to depressed mood at work of male teachers of higher educational institutions*. Paper Presented at the 2nd International symposium on Cognition and Education, Banaras Hindu University, Varanasi.
- Morris, J.H. & Sherman, J.D. (1981). Genralizability of an organizational commitment model. *Academy of Management Journal*, 24, 512-526.
- Morrison, D.L. & Payne, R.L. (2003). Multilevel approaches to stress Management. *Australian Psychologist*, 38 (2), 128-137.
- Morrow, P.C. (1983). Concept of redundancy in organizational Research: The case of work commitment. *Academy of Management Review*, 8, 486-500.
- Morse, D.R., & Furst, M.L. (1979). *Stress for success- A holistic approach to stress and its management*. New York: Van Nostrand Reinholt Company.
- Mottaz, C.J. (1988). Determinants of Organizational Commitment *Human Relations*, 41(6), 467-482.
- Mowday, R.T, Steers, R.M & Porter, L.W. (1979). The measurement of organizational commitment. *Journal of Vocational Behaviour*, 64, 224-243.
- Munir, S. & Sajid, M, (2010). Examining Locus of Control (LOC) as a Determinant of

Organizational Commitment among University Professors in Pakistan *Journal of Business Studies Quarterly*, 1, 3, 78-93 ISSN 2152-1034

Murray, H.A. (1938). *Explorations in Personality*. New York: Oxford University Press.

Navarro M.L.A. & Mercedes, B.M. (2010). Job stress and burnout syndrome at university: A descriptive analysis of current situation and review of the present lines of research. *Annuary of clinical health psychology*. 67-72.

Nicholson, P.J. & Goh, S.C. (1983). A relationship of organization structure and interpersonal attitude to role conflict and ambiguity in different work environment. *Academy of Management Journal*, 149.

O'Driscoll, M.P., & Cooper, C.L (1996). Sources and Management of excessive job stress and burnout. In P. Warr (Ed.), *Psychology at work*. (4th edn.). London: Penguin.

O'Reilly, C.A. & Chatman, J. (1986). Organizational commitment and psychological attachment: the effects of compliance, identification and internalization on prosocial Behaviour. *Journal of Applied Psychology*, 71, 492-497.

O'Reilly, C.A., Chatman, J. & Caldwell, D.F. (1991). People and Organizational Culture: A profile comparison approach to assessing person organization fit. *Academy of Management Journal*, 34, 487-576.

Ofoegbu, Felicia & Nwadiani, Mon. (2006). Level of perceived stress among lecturers in Nigerian universities. *Journal of Industrial Psychology*, 33(1): 66-75.

Oginska-Bulik, N. (2005). Emotional intelligence in the workplace: Exploring its effects on occupational stress and health outcomes in human service workers. *International Journal of Occupational Medicine and Environmental Health*. 18. 167-175.

Oginska-Bulik, N. (2006). Occupational stress and its consequences in healthcare professionals: the role of type D personality. *International Journal of Occupational Medicine and Environmental Health*, 19(2): 113-122.

- Omolar, B.E., 2008. Influence of work Related Stress On Organizational Commitment at Olabisi Onabanjo University Ago Iwoye Ogun State Nigeria, EABR and TLC Conferences Proceedings Rothenburg, Germany.
- Orpen, C. (1991). Occupational stress and personal strain. A conceptual model *Management and Labor Studies*. 16 (1), 11-21.
- Ortega, A., Brenner, S.-O., & Leather, P. (2007). Occupational stress, coping and personality in the police: An SEM study. *International Journal of Police Science & Management*, 9, 36-50.
- Parasuraman, s., & Alutto, J.A., (1981). An examination of organizational antecedents of stressors at work. *Academy of Management Journal*. 24: 48-67.
- Pareek,U., (1981). *Organizational Role Stress: Manual*. Ahmedabad: Navin Publications.
- Pareek, U. (1983b). Preventing and resolving conflict. In L.D. Goodstein and J.W. Pfeiffer (Eds.), *The 1983 annual for facilitators trainers and consultants* (164-169). San Diego, California: University Associates.
- Pareek, U. (1983c). Role stress scale: *ORS scale booklet, answer sheet, and manual*. Ahmedabad: Navin Publications.
- Patel, K.M. (1999). A Study of impact of age on job involvement and organizational commitment on nationalized and cooperative bank employees. *Journal of the Indian Academy of Applied Psychology* 25(1-2), 65-70.
- Pattnayak, B.& Mishra, P.K. (1996). Life in organizations, New Delhi/Allahabad: A.H. Wheeler & co.
- Paulik, Karel. (2001). Hardiness, optimism, self confidence, and occupational stress among university teachers. *Studio Psychologica*, 43(2), 91-100.
- Payne, R.L. & Morrison, D. (2002). The differential effects of negative affectivity on measures of well being versus job satisfaction and organizational commitment. *Anxiety, stress and coping: An International journal*, 15 (3), 231-244.

- Peltzer, K., Mashego, T.A., & Mabeba, M. (2003). Short communication: Occupational stress and burnout among South African medical practitioners. *Stress and Health*, 19, 275-280.
- Pervin, I.A. (1968). Performance and satisfaction of individual.Environment Fit. *Psychological Bulletin*, 69, 56-68.
- Pestonjee, D.M. & Singh G.P. (1987). *Organizational behaviour issues for managers and system analysts*. Working paper No. 402, Indian Institute of Management. Ahmedabad.
- Pestonjee, D.M., (1987a). Executive stress: Should it always be avoided? *Vikalpa*, 12 (1), 23-30.
- Pestonjee, D.M. (1991). Top management stress: Suggested HRD interventions. *Abiguan*, 22-31.
- Pestonjee, D.M., (1992). *Stress and Coping*. New Delhi: Sage Publications India Ltd.
- Pestonjee, D.M., & Singh, G.P.. (1982). Organizational behaviour issues for managers and system analysts .Working paper. Indian Institute of Management. Ahmedabad.
- Pestonjee, D.M., & Singh, G.P.. (1987). Job satisfaction as a function of Role stress, Locus Of control, Participatoion and organizational Climate in an electric Supply Co. *IIM, Ahmedabad*.
- Phillips, Dil Sen and Roseanne McNamee (2008) *Occupational Medicine*. 58: 584–586.
- Phopoola, S.O. (2006). Personal factors affecting organizational commitment of records management personnel in Nigerian State Universities. *IFE Psychologia:: An international Journal* ,14(1), 183-197.
- Pilkington, Mulholland, R.E., & Cowie, H.A. (2001). *Baseline measurements for the evaluation of the work-related stress campaign*. CRR 322/2001. HSE Contract Research Report. Sudbury: HSE Books.
- Pithers, R. T., & Soden, Rebecca. (1998). Scottish and Australian teacher stress and strain: A

- Pitrkowski, Chaya S. (1998). Gender harassment, job satisfaction and distress among employed white and minority women. *Journal of Occupational Health Psychology*. 3(1), 33-43.
- Plattner, I.E. & Mberengwa D.S. (2010) 'We are the forgotten ones': Occupational stress among university secretaries in Botswana *SAJHRM Journal of Human Resource Management* 8(1),213.
- Quick, J.C., Nelson & Hurrell. (1997). *Preventative stress management in organizations*. Washington, DC: American Psychological association.
- Randell, Donna M. & O' Driscoll, Mike, P. (1997). Affective versus calculative commitment: human resources implications. *Journal of social psychology*. 137 (5), 606-617.
- Redman, Tom & Snape (2005). Unpacking commitment: Multiple Loyalties and employee Behavior, *Journal of Management Studies*, 42(2), 301-328.
- Reichers, A.E. (1985). A review and reconceptualization of organizational commitment. *Academy of Management review*, 10,465-476.
- Revicki, D.A. & May, H. Jr. (1985). Occupational stress, social support and depressions. *Health Psychology*, 4; 61-77.
- Rhodes, L; Eisenberger R. & Armeli S. (2001). Affective commitment to the organization. The contribution of perceived organizational support, *Journal of Applied Psychology*, Vol. 86 (5), 825-836.
- Ritzer, G. & Trice, H.M. (1969). An empirical study of Harvard Becker's sidebet theory. *Social Forces*, 47,475-479.
- Rizzo, J.R., House, R.J., & Litzman, S.T. (1970). Role conflict and ambiguity in complex organizations. *Administrative Science Quarterly*, 15, 150-163.
- Robbinson, O & Griffiths,A (2005). Coping with the stress of transformational changes in a government department. *Journal of Applied Behavior Science*. 41(2) 203-221.

- Rodriguez, Calcagno, Maria & Brewer. Ernest W. (2006). Job stress among Hispanic professionals. *Hispanic Journal of Behavioural Sciences*. 27(4) 504-516.
- Romzek, B.S. (1989). Personal Consequences of employees commitment *Academy of management Journal*, 32, 649-661.
- Ross, R.R., & Altmair, E.M., (1994). *Interventions in Occupational Stress*. Sage: New York.
- Sadok, V.A. (1995). Other clinical conditions that may be a focus of clinical attention. In H.J. Kaplan, B.J. Sadok (Eds.) *Comprehensive Textbook of Psychiatry*. Baltimore: Williams & Wilkins.
- Salancik, G.R. (1977). Commitment and the control of organizational behaviour belief. In B.M. Staw and G.R. Salancik (Eds.) *New Directions In Organizational Behaviour*, Chicago, S.T. Clair Press.
- Sales, S. (1969). Some effects of role overload and role underload. *Organizational Behaviour and Human Performance*, 5, 592-608.
- Sarason, I.G., Johnson, J.H. & Seigal, J.M. (1978). Assessing the impact of life change: Development of the life experiences survey. *Journal of Consulting and Clinical Psychology*.
- Schuler, R.S. (1980). Definition and Conceptualization of stress in Organization. *Organizational Behaviour and Human Performance*. April 1980.p.89.
- Schuler, R.S. (1980). Definition and Conceptualization of stress in Organization. *Organizational Behaviour and Human Performance*. April 1980.p.89.
- Seigal, P.A., Post, C., Brockner, J.F.A.Y. et al; (2005). The moderating influence of procedural fairness on the relationship between work life conflict and organizational commitment *Journal of Applied Psychology*, 90(1), 13-24.
- Sells, S.B. (1970). On the Nature of Stress. In McGrath, J.E. (ed.). *Social and Psychological factors in stress*. New York: Holt, Reinhart, Winston.
- Selye, H. (1936).Thymus and adrenals in the response of the organism to injuries and intoxications. *British journal of Experimental Psychology*, 17, 234-248.

- Selye, H. (1956). *The Stress of Life*. New York; McGraw-Hill.
- Selye, H. (1974). *Stress Without Distress*. New York: Lippin Cott. Co.
- Selye, H. (1980). The stress concept today. In I.L., Kutash & L.B. Schteinger (Eds.).
- Sen, P.C. (1981). A study of personal and organizational correlates of role stress and coping strategies in some public sector banks. Unpublished Ph.D. thesis. Gujarat University. Ahmedabad.
- Shah, S.A. & Ansari, S.A. (1988). *Unpublished Organizational Commitment Scale*. Ph.D. Thesis Submitted to Deptt. Of Psychology, A.M.U., Aligarh.
- Sharma, A. & Pandey, P.N, (1995). organizational commitment and quality of work life: perception of Indian managers. *Abhigyan, Summer* , 39-44.
- Sharma, B.R. & Singh, S. (1991). Department of organizational commitment. *Manegament & Labour Studies*, 16, 63-75.
- Sharma, M.P. (1997). Organizational commitment and its determinants. *Indian Journal of Industrial Relations*, 33 (2), 193-210.
- Sheldon, M.E. (1971). Investments and involvement's as mechanisms producing commitment to the organization. *Administrative Science Quarterly*, 16, 142-1050.
- Sherwin, D. (1972). Strategy for winning employee commitment. *Harvard Business Review*, May-June.pp.3-47.
- Shigeki M., Takashi M., Yoshida T., Misuzu, W. & Kazushi T. (2007) Job Stressors and Job Stress among Teachers Engaged in Nursing Activity. *Industrial Health*, 45, 44-48.
- Shore, Lynn McFarlane, Barksdale, Kevi & Shore, Ted H. (1995). Managerial perceptions of employee's commitment to the organization. *Academy of Management journal*, 38(6), 1593-1615.
- Simmons, Calvin; Cohran, John K. & Blaunt, William R. (1998). The effects of job related stress and job satisfaction on probation officers inclination to quit. *American Journal of Criminal Justice*. 21(2), 213-229.

- Singer, J.E. (1980). Traditions of stress research: Integrative comments. In G. Sarason & C.D. Spielberger (Eds.) *Stress and anxiety*. 7, 3-10. Washington DC: Hemisphere.
- Singer, J.E., & Davidson, L.M. (1986). Specificity and stress research. In M.M. Appley & Trumbull (Eds.), *Dynamics of stress physiological, psychological and social perspectives*. New York: Plenum.
- Singh, G.P., (1988). Organizational climate as moderator of role stress –job satisfaction relationship for computer professionals. Ph.D. Dissertation, Gujarat University, Ahmedabad.
- Singh, S. (1988). *Socio-psychological determinants of productivity: A research report*. Shri Ram Centre for Industrial Relations and Human Resources.
- Singh, S. (1990). Executives under stress: *Explorations in the structure and dynamics*. New Delhi: Classical Publishing Company.
- Siu, Oi-Ling, & Cooper, Cary L. (1998). A study of occupational stress, Job satisfaction and quitting intention in Hong Kong firms: The role of locus of control and organizational commitment. *Stress Medicine*. 14(1), 55-66.
- Siu, Winefield, A.H., Gillespie, N., Stough, C., Dua, J. & Hapuararchchi, J. (2002). Occupational stress in Australian universities: A national survey 2002. South Melbourne: National Tertiary Education Union.
- Somers M.J., 2009. The combined influence of affective, continuance and normative commitment on employee withdrawal, *Journal of Vocational Behavior*, 74: 75-81.
- Sommer, S.M. , Bae, S.H. & Luthans, F. (1996). Organizational commitment across cultures: The impact of Antecedents of Korean employees. *Human Relations*, 47, 977-993.
- Spector, P.E. (2002). Employee control and occupational stress. *Current Directions in Psychological Science*, 11(4), 133-136.
- Spielberger, C.D., (1979). *Understanding Stress and Anxiety*. New York: Harper & Row.

- Srilata. (1988). *Organizational stress at the middle management level with reference to certain organizational and personality correlates in select public and private enterprises*. Unpublished Ph.D. thesis, Osmania University. Hyderabad.
- Srivastava, A.K. (1990). Moderating effects of role of coping on the relationship between occupational stress and performance. *Journal of Indian Academy of Applied Psychology*, 17 (1-2), 93-98.
- Srivastava, A.K. & Bhatt, V.K. (1971). Middle Sex Hospital Questionnaire standardization of Hindi Version. *Indian Journal of Psychiatry*, 16, 283-286.
- Srivastava, A.K., & Krishna, A., (1991). Development of a functional role stress scale. *Advances in Psychology*, 6, 11-17.
- Srivastava, A.K., & Krishna, A., (1992). Moderating effect of locus of control on relationship of occupational stress and job tension. *Journal of Psychological Researches*.36: 53-58.
- Srivastava, A.K., & Singh, A.P., (1981). Construction and standardisation of an occupational stress index: A pilot study. *Indian Journal of Clinical Psychology*. 8:133-36.
- Srivastava, A.K. & Singh H.S. (1987). Modifying effects of coping strategies on the relation of organizational role stress and mental health. *Psychological Reports* 62, 1007-1009.
- Srivastava, A.K. & Veena (1999). A study of moderating effect of personality traits on the relationship between occupational stress and job and health strain. (In Press).
- Steers, R.M. (1977). Antecedents and outcomes of organizational commitment. *Administrative Science Quarterly*, 22, 46-56.
- Stein, F. (2001). Occupational stress, relaxation therapies, exercise and biofeedback. *Work*, 17, 235-245.
- Stevens, J.M.; Beyer J; & Trice H.M. (1978). Assessing personal role of organizational predictors of Managerial Commitment. *Academy of Management Journal*. 21, 380-396.

- Stinges, J., Guest, D., Canway, N. & Davey, K.M. (2002). A longitudinal study of relationship between career management and organizational commitment among graduate in first ten years at work. *Journal of Organizational Behaviour*, 23(6), 731-748.
- Siu, O.L (2002). Occupational stressors and well being among Chinese employees: The Role of organizational commitment. *Applied Psychology: An International Review*, 5, 527-544.
- Sultana, A. (1995). *Gender differences in organisational role stress of professional and non-professional teachers of higher educational institutions*. Unpublished M.A. dissertation, Department of Psychology, Lucknow University, Lucknow.
- Symonds, Sir C.P., (1947). Use and abuse of the term flying stress. In Air Ministry, Psychological Disorders in Flying Personnel of Royal Air Force. H.M.S.D., London.
- Taylor, W.I. & Congoni, J.P. (1988). The effect of Occupational Stress on health and illness, a model psychology. *A Journal of Human Behavior*, 25, 3-4.
- Tharakan, P.N.O. (1992). Occupational stress and job satisfaction among working women. *Journal of the Indian Acedemy of Applied Psychology*, 18 (1-2), 37-40.
- Thompson, B.M.; et al. (2006). Supervisor and subordinate work-family values: Does Similarly make a Difference? *International Journal of Stress Management*, 13(1), 45-63.
- Thompson, Cynthia, A., Kopelman, Richard E. & Schriesheim, Chester A. (1992). Putting all one's eggs in the same basket; A comparison of commitment and satisfaction among self and s school teachers. *Journal of Human Relations*, 18: 1063-1075.
- Tjosvold, Dean: Sasaki, Shigeru & May, Jane W..(1998). Developing commitment in Japanese organizations in Hongkong: Interdependence, interaction, relationship, and productivity, *Small Group Reasearch*, 29(5), 560-582.
- Tosi, H. & Tosi, D. (1970). Some correlates of role conflict and ambiguity among public school teachers. *Journal of Human Relations*, 18: 1063-1075.

- Trumball, R., & Appley, M.H. (1986). A conceptual model for examination of stress dynamics. In M.H. Appley & R. Trumball (Eds.). *Dynamics of stress physiological, psychological and social perspectives*. New York: Plenum.
- Tytherleigh, M. Y. (2003). What Employee may learn from English Higher Education institutions: A fortigenic approach to occupational stress. *SA journal Of Industrial Psychology*, 29(4), 101-106.
- Tytherleigh, M.Y., Jacobs, P.A., Webb, C., Ricketts, C., & Cooper, C. (2007). Gender, health and stress in English university staff - exposure or vulnerability? *Applied Psychology: An International Review*, 56, 267-287.
- Tytherleigh, M.Y., Webb, C., Cooper, C.L. & Ricketts, C. (2007). Occupational stress in UK universities. *Journal of Industrial Psychology*, 33(1): 66-75.
- Upadhyay, B.K. & Singh B. (1999). Experience of stress: Differences Between college teachers and executives. *Psychological Studies*, 44, 3.
- Ushasree, S. & Jamuna, D. (1990). *Role conflict and job stress among special and general school teachers*. Paper presented at the 27th Annual Conference of IAAP. Aligarh Muslim University, Aligarh.
- Vadra, P. & Akhtar, S. (1989). A study of extra-organizational stress. Paper Presented at the National seminar on Anxiety, Stress and Depression in Modern Life. Patiala.
- Vagg, P. R., & Spielberger, C. D. (1998). Occupational stress: measuring job pressure and organizational commitment. *Manegament & Labour Studies*, 16, 63-75.
- Vanchon, W.L.S. (1987). *Occupational stress in the case of critically ill, dying and the bereaved*. Washington: Hemisphere Publishing Corporation.
- Vander Doef, M., Maes, S., & Diekstra, R. (2000). An examination of the job demand-control-Support model with various occupational strain indicators. *Anxiety, Stress and Coping: An international Journal*, 13, 165-185.
- Vanderbergh, C., Beutin, K. & Stinglhamber, F. (1994). Affective commitment to the organization, supervisor and work-group: Antecedents and outcomes. *Journal of Vocational Behaviour*, 65(1), 47-71.

- Wahn, Judy, C. (1998). Sex differences in the continuance component of organizational commitment, *Group of organization Mnagement*, 23(3), 256-266.
- Walshok, M.L. (1981). Blue collar women: Pioneer on the male frontier. New York: Anchor.
- Wang Cai-feng. (2010) *Canadian social science*, 6, (4) 127-140.
- Wasti, S. Arzu. (2005). Commitment Profiles: combinations of Organizational Commitment from and job outcome, *Journal of Vocational behavior*, 67(2), 290-308.
- Weiner, Y. & Gechman, A.S. (1977). Job involvement and satisfaction as related to mental health and personal time devoted to work. *Journal of Applied Psychology*, 60, 521-523.
- Wells, J.B., K. Minor, E. Anger, A. Matz & N. Amato, (2009). Predictors of job stress among staff in juvenile correctional facilities, *Criminal Justice and Behavior*. (36) 3: 245-258.
- Welsch, H.P. & Lanan, H. (1981). Inter relationships between organizational commitment and job characteristics, *Human Relations*, 34(12), 1079-1089.
- Whyte, W.F. (1950). *The Organizational man*. Garden City, New York: Doubleday.
- Williams, N. (2003). Occupational stress. *Practice Nurse*, 26, 21-26.
- Wilson, Patricia A. (1995). The effects of politics and power on the organizational commitment of federal executives. *Journal of management*, 21(1), 101-118.
- Winefield, Anthony H., & Jarrett, Richard. (2001). Occupational stress in university staff. *International Journal of Stress Management*, 8, 285-298.
- Wingate, P., (1972). *The Penguin Medical Encyclopaedia*. Middlesex: Penguin Books, Harmondsworth.
- Wolff, H.G., (1950). Life stress and bodily disease—a formulation in life stress and bodily diseases: Proceedings of association for research in Nervous and Mental disorders, Dec. 2 & 3, 1949. New York, Baltimore: Williams & Wilkins.

- Wolman, B. (ed), (1973). *Dictionary of Work and Organizational Psychology*. Nimegan: Catholic University.
- Wong, Gary C. I. (2010). *International Journal of Men's Health*. October 1 2010.
- Yoon, J. & Thye, S.R. (2002). A dual process model of Organizational Commitment: Job Satisfaction and Organizational Support. *Work & Occupations*, 29 (1), 97-124.
- Young, Brian S.; Worchel, Stephen & Woehr, David J. (1998). Organizational commitment among public service employees. *Public Personnel Management*, 27 (3), 339-348.
- Yousef, D.A. (2000). Organizational Commitment: A mediator of the relationships of leadership behaviour with job satisfaction and performance in a non-western country. *Journal of managerial Psychology*, 15 (1-2), 6-28.
- Yousuf, D.A. (2002). Job satisfaction as a mediate of the relationship between role stressors and organizational commitment; A study from an Arabic cultural perspective. *Journal of managerial Psychology*, 17(4), 250-266.
- Zeffane, Rashid (1994). Patterns of organizational commitment and perceived management style: A comparison of public private sector employees. *Human Relations*, 47(8), 977-1010.
- Zimbardo, P.G. (1988). *Psychology and life* (12th ed.). Glenview, IL: Scott, Foresman.
- Zurlo, M.C., Pes, D., & Cooper, C.L. (2007). Stress in teaching: A study of occupational stress and its determinants among Italian schoolteachers. *Stress & Health: Journal of the International Society for the Investigation of Stress*, 23, 231-241.

Appendix-I

Organizational Commitment Scale

Instructions:

Listed below are the series of statements that present possible feelings that individuals might have about the company/organization for which they work.

Please indicate the degree of your agreement or disagreement. Response to each item are to be measured on a 7 point scale with scale point labelled as:

- Assign '1' when you "Strongly Disagree"
- Assign '2' when you "Moderately Disagree"
- Assign '3' when you "Slightly Disagree"
- Assign '4' when you "Neither Agree nor Disagree"
- Assign '5' when you "Slightly Agree"
- Assign '6' when you "Moderately Agree"
- Assign '7' when you "Strongly Agree"

- 1- I feel proud of being attached to my organizations. (a) ()
- 2- I feel that I would be at lose when I would be leaving this organization.(b) ()
- 3- I feel a firm conviction of not leaving my job in this organization/company because this organization/company has helped me to stand on my feet.(c) ()
- 4- I do not leave the office/work place unless I complete my task/work.(a) ()
- 5- I can never think of leaving this organization/company even if my promotion is delayed.(b) ()
- 6- My organization/company has provided me opportunity to live with dignity on this earth, so can never think to switch over to other company/organization. (c) ()
- 7- I believe one should not overstay in the organization/company at the cost of family affairs. (a) ()
- 8- My organization/company is sufficiently fulfilling my needs which other organization/company cannot do.(b) ()
- 9- I feel sorry and dissatisfied when I fail to utilize my utmost efforts for meeting the goals of the organization/company. (c) ()

- 10- Personal benefits are more important than to help promote organizational development.(a) ()
- 11- I love to work for my organization/company.(c) ()
- 12- What status I am enjoying here. I could not have found it in any other organization/company.(b) ()
- 13- I live, eat, and breathe my job in this organization/company.(a) ()
- 14- I do not delay my work because I cannot take any risk of being kicked out from this organization/company.(b) ()
- 15- Real pleasure comes to me when I accomplish the task.(c) ()

Please recheck that you have answered the entire questions.

Appendix-II

OCCUPATIONAL STRESS INDEX

INSTRUCTIONS:

You are requested to read carefully each statement and rate on a five point scale ranging on a continuum of absolutely true to Absolutely False in the manner given below:

- Give 5 point if you absolutely true.
- Give 4 point if you almost true.
- Give 3 point if you partially true.
- Give 2 point if u almost false.
- Give 1 point if u absolutely false.

- 1- I have to do a lot of work in this job. ()
- 2- The available information relating to my job-role and its outcomes are vague and insufficient. ()
- 3- My different officers often give contradictory instructions regarding my work. ()
- 4- Some time it became complicated problem for me to make adjustment between political/group pressures and formal rules and instructions. ()
- 5- The responsibility for the efficiency and productivity of many employees is thrust upon me. ()
- 6- Most of my suggestions are headed and implemented here. ()
- 7- My decisions and instructions concerning distribution of assignments among employees are probably followed. ()
- 8- I have to work with persons of my liking. ()
- 9- My assignments are of my liking. ()
- 10- Higher authorities do care for my self respect. ()
- 11- I get less salary in comparison to the quantum of my labour/work. ()
- 12- I do my work under tense circumstances. ()
- 13- Owing to excessive work load i have to manage with insufficient no. Of employees and resources. ()
- 14- The objectives of my work role are quite clear and adequately planned. ()

- 15- Official do not interfere with my jurisdiction and working methods. ()
- 16- I have to do some work unwillingly owing to certain group/political pressure.()
- 17- I am responsible for the future of no. Of employees. ()
- 18- My co-operation is frequently sought in solving the administrative or industrial problems at higher level. ()
- 19- My suggestion regarding the training programmes of the employees are given due significance. ()
- 20- Some of my colleagues and subordinates try to defame and malign me as unsuccessful. ()
- 21- I get ample opportunity to utilise my abilities and experience independently.()
- 22- This job has enhanced my social status. ()
- 23- I am seldom rewarded for my hard labour and efficient performance. ()
- 24- Some of my assignments are quite risky and complicated. ()
- 25- I have to dispose off my work hurriedly owing to excessive workload. ()
- 26- I am unable to perform my duties smoothly owing to uncertainty and ambiguity of the scope of mu jurisdiction and authorities. ()
- 27- I ma not provided with clear instructions and sufficient facilities regarding the new assignment trusted to me. ()
- 28- In order to maintain group conformity sometimes I have to do/produce more than the usual. ()
- 29- I bear the great the responsibilities for the progress and prosperity of this organization. ()
- 30- My opinions are sought in framing important policies of the organization/department. ()
- 31- Our interest and opinion are duly considered in making appointments for important posts. ()
- 32- My colleagues do co-operate with me voluntarily in solving administrative and industrial problems. ()
- 33- I get ample opportunity to develop my attitude and proficiency properly. ()
- 34- My higher authorities do not give due significance to my position and work.()
- 35- I often feel that this job has made my life cumbersome. ()
- 36- Being too busy with official work I am unable to devote sufficient time to my domestic and family problems. ()

- 37-It is unclear what type of work and behaviour my higher authorities and colleagues expect from me. ()
- 38-Employees attach due importance to the official instructions and formal working procedures. ()
- 39-I am compelled to violate the formal and administrative procedures and policies owing to group/political pressures. ()
- 40-My opinion is sought in changing or modifying the working system, instruments and conditions here. ()
- 41-There exist mutual cooperation and team spirit among the employees of this organization/department. ()
- 42-My suggestions and co-operation are not sought in solving even those problem for which i am quite competent. ()
- 43- Working conditions are satisfactory here from the point of view of our welfare and convenience. ()
- 44-I have to do such work as ought to be done by others. ()
- 45- It becomes difficult to implement all of a sudden the new dealing procedure and policies in place of those already in practice. ()
- 46-I am unable to carry out my assignments to my satisfaction on account of excessive load of work and lack of time. ()

Appendix-III

Biographical Information Schedule

Please furnish the following information:

- | | |
|---------------------------|---------------------------------------|
| 1- Age | ..... |
| 2- Sex | ..... |
| 3- Religion | ..... |
| 4- State/City | ..... |
| 5- Qualification | ..... |
| 6- Rural/Urban | ..... |
| 7- Marital Status | ..... |
| 8- Present Position | ..... |
| 9- No. of dependent | ..... |
| 10- Total work experience | ..... |
| 11- Work experience | ..... |
| 12- General health | very good/good/neutral/poor/very poor |